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ABSTRACT

This study investigated the characteristics of undergraduate students in Anadolu University's Open Education Faculty (OEF) courses in economics and business administration who successfully completed their bachelor's degrees in exactly 4 school years. Data on the personal and social characteristics of students who completed the bachelor's degree were compiled through responses to questionnaires and compared with data on OEF undergraduate students. Data collected included personal information such as age, sex, marital status, and place of residence, as well as home atmosphere, time allotted for study, level of parents' education, parents' occupation, family economic situation, and types of interaction with parents. Results indicate that more males complete degrees than females, that married students with children have a higher graduation rate than widowers or divorced students or married students without children, and that the graduation rate for students living in cities is higher than for students living in rural areas. The graduation rate is also inversely correlated with parents' educational background and occupation; the lower the level of parents' education and the infrequency of employment results in a higher graduation rate. Lower family income also results in a higher graduation rate. The questionnaire, raw data scores, and statistical tables are appended. Also appended are background information on Anadolu University and its Open Education Faculty, and an extract from a related study. (15 references) (DB)

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UNDER GRADUATES OF THE OPEN EDUCATION FACULTY

Dr. Ugur DEMIRAY

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Dr. Uğur DEMİRAY

ANADOLU UNIVERSITY
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With my sincere
to Ms. Emine DEMİRAY
who is my wife.
I belive that
this study would
not completed
without being her
support.

FOREWORD

Educational systems are mostly designed to meet the needs of "normal" people. Those who are not considered "normal" for some reasons are often ignored and regarded as exceptional cases.

Most people who live in the underdeveloped parts of a country, who have to work on a fulltime basis for living, who got married and had children before the completion of his/her formal schooling, and finally who have very limited access to good housing, modern household appliances, the mass media, ... are usually not taken into consideration while the allocation of resources for education is being made. Opportunities for higher education for those who have such personal and socioeconomic characteristics are almost nonexistent in many countries. In other words, there emerges what is to be called inequality in educational opportunities for such people.

The distance education programs offered by the Open Education Faculty of Anadolu University are thought to be a major break through for those with the above personal and socioeconomic characteristics, as well as for those who do not want to go into regular in-class type higher education programs for some other reasons. Consequently, a study of their progress in these programs through the school years was needed to see if "those who had to try very hard to achieve" were really keeping up with that requirement. Such a study has just been presented by Dr. Uğur Demiray.

Dr. Demiray's present study on some selective personal and socioeconomic characteristics of the students who attained successful completion of the four-year degree programs in exactly four school years, that is with no loss of semesters, in distance education programs in Economics and Business Administration, aims to meet a pressing need in this area. His timely study on the topic bears also some fruitful results indicating that "those who had to try very hard to achieve" have actually been living up to this very high level op expectation, and have been doing so, in general, with some very good results. For many readers, I believe, it will be a thrilling experience to see, for examlple, that those who have to work on a fulltime basis in addition to many other economical and social hardships they experience in their daily lives can also manage to get good marks in their distance education courses; this signifies that they can fulfill both of these extremely demanding responsibilites simultaneously and satisfactorily.

I'm proud of being one of Dr. Demiray's advisors in this piece of good work. I hope that it will be the beginning of a series of research work on the relations between the personal and socioeconomic determiners of academic achievement in distance education courses and the resultnat level of learning. Such research studies may have the way and provide the necessary motivation for increasingly better distance education services for those who really need it.

November 1989
ESKİŞEHİR/TURKEY

Dr. Durmuş Ali Özçelik
Professor of Educational
Communication and Planning
OPEN EDUCATION FACULTY

THANKS TO

My purpose in preparing this book is to provide some information on the profile of the first graduates Open Education Faculty to nation or foreign readers who are deal with application of Distance Education System in Turkey by Anadolu University since 1982.

I'm deeply greatful both for support and enconragement to Anadolu University and Open Education Faculty administration. Also I'm indebted to my faculty colleagues for many helpful criticism and suggestions. Of course I have received invaluable help and guidance from them in every phase. It is not possible to forget the names of the people who are helped me during complete this book from beginning to reaching your hand. So that impossible to thank all of them individually by name here, but it is clear that without their support the book would never have been completed.

Here by, I have to thank to Rector of Anadolu University Prof.Dr. Yılmaz BÜYÜKERŞEN, Vice-Rector and Dean of The Open Education Faculty Prof.Dr. Semih BÜKER, Prof.Dr. Cengiz TEKİN, Prof.Dr. D.Ali ÖZÇELİK, Assoc. Prof. Dr. Murat BARKAN, Asst. Prof.Dr. Nazlı KIRMIZI, Ins. Akif KUTLU, Mr. Sabri ÖZLÜALBAYRAK, Mr. Feyyaz BODUR, Ms. Filiz DUTDİBİ, Ms. Sevinç AYDIN, Ms. Nilgün KÜÇÜKHASKÖYLÜ, and Ms. Hatice SEZGİN.

And also I would like to express my thanks to our distinguished colleagues and friends Ms. Şeyda and Mr. Ekrem ÜLSEVER who are instructors from my university, for their valuable help and contributions to the in English version this study.

April 1990
ESKİŞEHİR-TURKEY

Sincerely
Dr. Uğur DEMİRAY

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CHAPTER I

INTRODUCTION

- PROBLEM
- PURPOSE
- IMPORTANCE
- HYPOTHESES
- SCOPE
- DEFINITIONS

CHAPTER I
INTRODUCTION

PROBLEM

Anadolu University, Open Education Faculty, which has brought a new model of teaching to Turkish Education system with the use of mass-media for educational purposes since 1982, has seen the graduation of its first students in 1985-86 spring term (in June).

Today, distance education method, which has been adopted as a contemporary method of education in approximately two hundred countries in the world, has turned all media the necessary educational means from the written materials to TV broadcasting, from face-to-face education to radio broadcasting. Therefore, the educationists and educational administrators, who carry out educational services using these media, have taken great responsibilities due to the unavoidable effect of these media on societies as well as the gradual scarcity of the resources used. In other words, every kind of message conveyed by the mass-media can have a great effect on the decisions the masses will take in a seconds. The government administrators carefully watch every activity made through the contribution of the mass~media and take new decisions or precautions in consideration with the results of the activity since the mass-media has a great power of influence on people.

Today, the twentieth century man, who has become alien to his society -even to himself- carries out his social interactions -which is a prerequisite of being a man-through his life experience and the units of his educational background. These individuals whose experience and education are not expanded have to live in a world prepared and manipulated by their superiors.

For this reason the mass-media which was primarily not developed for educational purposes has been put in the service of education by scientists, educationists and administrators for the sake of mankind. In this way, the individuals who want to 'renew' themselves against social and economic pressures but who missed the opportunity of continuing their education have been given educational services by the distance education method.

With the use of distance education method the traditional educational methods have had to reorganize themselves and more than that "renew" themselves. Only the educational methods which "renew" themselves in terms of contemporary requirements can provide the members of the societies with influential educational background and perform their social responsibilities.

Both the traditional and the contemporary distance education methods are supported by the social institutions if they become more functional and helpful for the parts of the society they serve.

The Open Education Faculty has employed the distance education and in this way brought a new dimension to Turkish Educational History for four years. The faculty saw its first graduates after this four-year period. However, the answer to the question of that characteristics the great mass of students who registered to the faculty has are represented by this mass of graduates is not known. That is why, it is necessary to reveal what characteristics the Open Education Faculty graduates have. Here lies the problem of the study. Therefore this study will deal with the question of what are the social and personal characteristics of the Open Education Faculty first graduates in spring term 1985-1986. (In other words those, who graduated in June)

Since it is not possible not to consider the sub-problems preparing the above question, necessary answers must be provided for the following sub-problems in order to solve the main problem:

1- What are the characteristics of the mass of graduate students different from those of the under graduate students?
2- Can there be a paralelism between students' social and personal characteristics and their graduation?

PURPOSE

Anadolu University, Open Education Faculty, which was founded and started in 1982-83 educational year, has been carrying out its teaching services through the use of mass-media for educational purposes. This faculty reaches its students with the help of educational TV programs, written-materials, radio-broadcasts, face-to-face education (supervising services) organizations, video education and student - office services all over Turkey - in cities, towns and even in villages. The students who complete their academic studies are awarded with a B.A.

diploma. The question in this study is this: what social and personel characteristics does the mass of students graduated from this faculty have? Therefore, the purpose of this study is to find out these characteristics of the graduates through the use of a descriptive method. In order to achieve this purpose the following has been taken in to consideration:

a) What personal characteristics the graduates have,

b) What social characteristics the graduates have,

c) What are the characteristics the garudate students have different from those of the Open Faculty undergraduate students. In other words, whether there is a parallelism between the students' personal and social characteristics and their graduation from the Open Education Faculty.

SCOPE

The scope of the study can be defined in terms of the following:

a) The mentioned data has been collected with the help of the questionnaries applied.

b) The subjets, i.e. the group of the graduate students, can represent the following graduates (e.g. in september in 1985-86 term and in the future) to a certain extent.

IMPORTANCE

This study will primarily acknowledge the Open Education Faculty administrators in terms of what students having what characteristics graduate from the faculty without failure. This study will also help the authorities of the student Placement Center (which its name is shortened as ÖSYM), by which students are given seats in this faculty, and the Anadolu University Educational staff, who carry out supervising academic services in terms of what kind of a student. Mass they are going to address and how they can contribute to the distance education system. Furthermore, this study is also believed to inform the Turkish educationists in terms of the characteristics of the Open Education Faculty graduates. The results which will be obtained at the end of the study are thought to be helpful and also contributing to the Open Education Faculty administrators in their decisions.

It is believed that this study will be of great help for the scientists - even for foreigners- to gain a new educational perspective. Finally, it is believed that this study will bring a new dimension to the public's idea of distance education and will help build a conscienciousness for its application on many different fields of study.

HYPOTHESIS

The hypotheses formed in this study can be defined as such:

a) The data which has been gathered with the help of the questionnaires have been honestly answered by the students.
b) The graduate students group can acknowledge us in terms of the typology or a short profile of the next graduates to an extent.

DEFINITIONS

The terms which will frequently be used throughout the study are as such:

Senior Student : The student who registered to the Anadolu University, Open Education Faculty in 1982-83 term and become a condilate for graduation in 1985-86 term.

Graduate Student: The student who registered to the Anadolu University, Open Faculty in 1982-83 term and graduated from the faculty in 1985-86 spring semester (in June).

CHAPTER II
METHOD

- SUBJECTS
  - The Target Mass
  - The Control Group

- DATA AND DATA COLLECTION
- ANALYSIS OF DATA

CHAPTER II
METHOD

In this chapter the target-mass and the control-group will be discussed. Later, the data and data analysis will be dealt with.

THE SUBJECTS

The subjects used in this study are presented below:

The Target Mass

In this study the students who graduated from the Anadolu University, Open Education Faculty "Economics" and "Business Administration" programs in June 1986 and the Open Education Faculty Senior Students are dealt with. As previously stated in the problem, the question of whether the graduates of June 1986 are different from the Open Education Faculty undergraduates in terms of their social and personal characteristics has been studied. In other words, the idea of whether there is a parallelism between these characteristics and the graduation of the students has been analysed.

The graduate students of 1985-86 spring term (June) and together with them the Open Education Faculty undergraduate students are the subjects of the study. The others who will become the senior students of the above mentioned programs can also be accepted as the subjects if there will not be any changes in the circumstances. Therefore, the first senior students of the Open Education Faculty "Economics" and "Business Administration" programs form the target-mass of this present study.

The Control Group

In this study all the students forming the target-mass have been taken in to consideration. A distinctive control group out of these students has not been formed since there would be no crucial difficulties in terms of data collection and data analysis. Therefore, throughout the study all the students will be named the control group.

To summarize, the control group of this study includes the students who registered to the Anadolu University Open Education Faculty programs in 1982-83 term and became the senior students of these programs in 1985-86 spring term (in June).

DATA AND DATA COLLECTION

Applying a questionnaire to the control group and accomplishing the data obtained through the questionnaire with the necessary information from the Open Education Faculty studies and from the official documents kept by the Open Education Faculty Administration has been decided to achieve the purpose of this present study. Throughout the study descriptive method has been employed.

The sources of knowledge for this descriptive study are as such: As it is known, in 1985-86 Spring Term (in June) 768 students graduated from the Anadolu University, Open Education Faculty- "Economics" and "Business Administration" programs. (*)

In this term there were 9946 candidates for graduation. These students were given a questionnaire titled "Leisure Time Activities of the Open Education Faculty Students" (See: Appendix 1). From the answers to this questionnaire, the necessary information about the students who graduated in June was taken and analysed in the computers. Yet, since 680 students out of 768 gave necessary information, only information about 680 students could be gathered. Later on, 44 students who did not answer the questions properly were excluded. Throughout this study the data collected from 636 students has been taken into consideration. Therefore, the rate of returning of the questionnaire is 83%.

At the same time throughout the study the information gathered from the "Student Information Forms" of those who registered the Open Education Faculty in 1982-1983 term, and their following students' information forms has been used to determine the differences and similarities between the graduate students and the undergraduates.

For this study the theses, researches and studies carried out in the Open Education Faculty have been made use of. When necessary these studies will be quated with the name of the researcher, the year of the study and page numbers in parenthesis. Also "footnotes" will be used for necessary explanations.

As it has been stated above this study is a descriptive one. Therefore, the marginal tables and percentages of the data gathered have been used. And crossed tables have been formed when necessary. In

---

(*) This number increased to 4658 with the graduates in September.

order to define the target-mass the questions which are expected to indicate to socio-economical levels of the students have been considered. The other type of questions have not been included in the study.

ANALYSIS OF DATA DATA

In this study, social and personal characteristics of the students who graduated from the Open Education Faculty in 1985-86 spring term have been analysed and the question of whether there is a parallelism or relation between these characteristics and their graduation has been studied. This situation can briefly be expressed as such (Özçelik, 1981, p: 54)

$$Y= f (X_1+X_2+X_3+X_4+\dots\dots\dots X_n)$$

Y represents graduation, X represent personal and social variations related with graduation. However, in this study the above mentioned relations have been analysed one by one.

As previously stated, the variation which is aimed in this study is the explanation of graduation variation of the Open Education Faculty students. The variations whose relations with the graduates' characteristic will be studied in this study are the personal, social and economic indicators related with senior students. The data for these indicators has been gathered from the answers in a questionnaire.

In order to find out whether there are some distinctive characteristics between the 1985-86 graduates and the senior students, the crossed distributions of the senior students have been employed.

To test the relation among the characteristic represented by the dimensious on the crossed table Khi Square Test has been used.

$$X^2 = \sum \frac{(fo-fe)2}{fe}$$

fo= observing frequency

fe= expecting frequency

In cases when this test gives available results the amount of relation among the variations represented by the dimensions is tried to be determined. With contingency number. The formula used for this purpose is as such:

$$C= \sqrt{\frac{X^2}{N+X^2}}$$

CHAPTER III

FINDINGS AND COMMENTS

- PERSONAL INFORMATION
- HOME ATMOSPHERE
- WORKING OUT AND TIME FOR STUDYING
- RELATIONSHIPS WITH PARENTS
- FINANCIAL POSITION OF THE FAMILY

CHAPTER III
FINDINGS AND COMMENTS

In this chapter the following subtitles are presented for the sake of clarity; personal informations, home atmosphere, time for study, level of the parents' education and occupation, the family's economic situation and interaction with parents.

PERSONAL INFORMATIONS

This part includes the programs the control group-students attend, their ages, sex, marital status, the geographical places they live in and their residence. The question of whether these is a parallelism between these characteristics of the senior students and their graduation has been analysed.

The number of senior students in the Open Education Faculty "Economics" and "Business Administration" programs in 1985-86 term are given in Table 1 in terms of their graduation in the same year, spring term (in June).

TABLE: 1

The Distribution of The 1985-86 Open Education Faculty
Senior Students In Term of Their Programs and
Their Graduation In The Spring Term

	Economics	Business Adm.	TOTAL
In the spring term (In June)			
Graduates	400	236	636
Non-Graduates	4664	3078	7742
TOTAL	5064	3314	8378

4 students are not included in this analysis.

As seen in Table 1, the 60% of the 1985-86 Open Faculty senior students attend "Economics" program and approximately 40% of them attend "Business Administration" program. In the same year approximately 8% of the senior students in "Economics" and approximately 7% of the senior students in "Business Administration" program graduated. In terms of the graduation in June, there is no difference between the two programs and if the two programs are considered together, it is seen that about 8% of the senior students graduated in June 1986 (*). Therefore, the senior students in both of the programs will be taken into consideration together. The information missing in Table is as such: In 1982-83 term 29.479 students registered to the Open Education Faculty programs.In this case, the rate of becoming a senior student without failure is 28% graduating in spring term (in June). Again out of this number is graduated without failure about 2%.

Table 2 includes the Open Education Faculty senior students in both programs in 1985-1986 educational year in terms of their sex and graduation in spring term.

TABLE: 2
The Distribution of The 1985-86
Open Education Faculty Senior Students
In Terms of Sex And Their Graduation In June

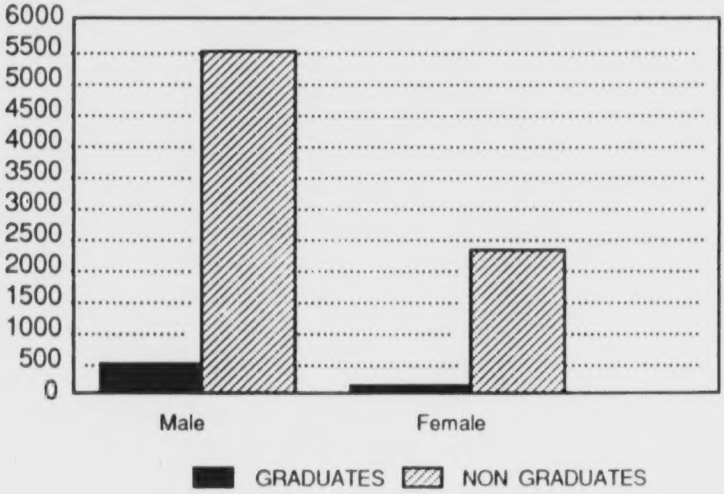
	Female	Male	TOTAL
In the spring term (In June) (**)			
Graduates	140	496	636
Non-Graduates	2292	5445	7737
TOTAL	2432	5941	8373

9 students are not included in this analysis.

(*) The rate of the senior students in both "Economics" and "Business Administration" programs who graduated in June 1986 becomes approximately 8% when 1178 students who did not answer the questionnaire and 389 senior students (in sum 1567 students) who did not answer the questions accordingly are added to 8332 students considered here.

(**) After this table "In spring term" will call (or show) as "In June" in all tables.

Table 2 indicates that out of the senior students approximately 8% are male and 6% female students graduated in June. There is a statistical difference between male and female students : ($X^2_{(1)}$=16.50, $p<0.01$). (***) The information missing in Table 2 is that out of 29.479 students who registered to these programs in 1982-83 term, 7592 were female and 21.887 were male students (Serter, 1986, p:32). When this information is taken into consideration it is seen that there is a difference in terms of sex in the graduation rate of those who registered to the first years of these programs: ($X^2_{(1)}$=4.76, $p<0.01$). Out of the students who registered to those programs in 1982-83 term, the graduate students rate is 1,8% for females and 2,3% for males. Graphic 1 Shows The Graduation In Terms of Sex.



Graphic 1: The Graduation in 1985-1986 in terms of sex.

Table 3 includes the graduation of the 1985-86 senior students in the two programs "Economics and Business Administration" in terms of their age and their graduation in June.

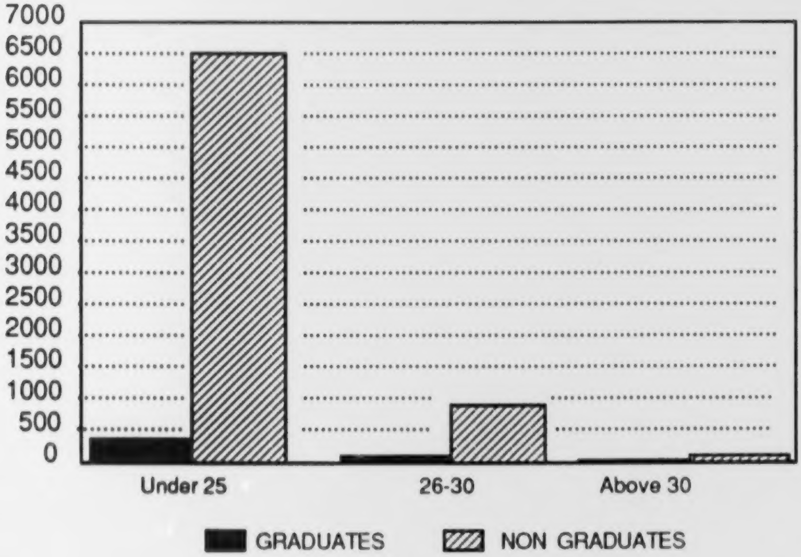
(***) See Appendix 3 - Table: 1.

TABLE: 3
The Distribution of The 1985-86 Open Education Faculty Senior Students In Terms of Age And Graduation In June

Age	Under 25	26-30	31-35	36-40	Over 40	TOTAL
In June						
Graduates	525	92	16	3	0	636
Non-Graduates	6561	1026	100	27	9	7723
TOTAL	7086	1118	116	30	9	8359

23 students are not included in this analysis.

Graphic 2 Shows The Graduation In Terms of Age Groups.



Graphic 2 : The Graduation In 1985-1986 In Terms of The Distribution of Age Groups.

Table 3 indicates that the graduation rate in June for the senior students of 31-35 age group is high. But this has no statistical value. According to this data iT can be said that in 1985-86 the graduation rate of the students- in the spring term-within different age groups are almost the same.

Table 4 includes the distribution of the senior students in the Open Education Faculty programs (Economics and Business Administration) in the year 1985-86 in terms of their marital status and their graduation in June.

TABLE: 4

The Distribution of The 1985-86 Term
Open Education Faculty Senior Students In Terms
of Their Marital Status And Graduation InJune

	Single Not Engaged	Single Engaged	Single Divorced Widow/ Widover	Married But Without Children	Married and Have a Children	TOTAL
In June						
Graduates	520	31	1	21	63	636
Non-Graduates	6024	691	24	410	578	7727
TOTAL	6544	722	25	431	641	8363

19 students are not included in this analysis.

The data Table: 4 includes indicates that in 1985-86 term out of the senior students in Open Education Faculty programs the graduation rate in June is (unmarried, not engaded). This difference the groups "married with children" and "single unmarried, not engaded" is also a statistical difference as $(X^2_{(2)}=9.4709, p<0.02)$. (*) While 4% of the students in the other educational institutes other than the Open Education Faculty - are married (Abadan, 1961, p:14; Ekşi, 1982, p:159; Gökmen and et al, 1985, p:38) 13% of senior Open Faculty students are married

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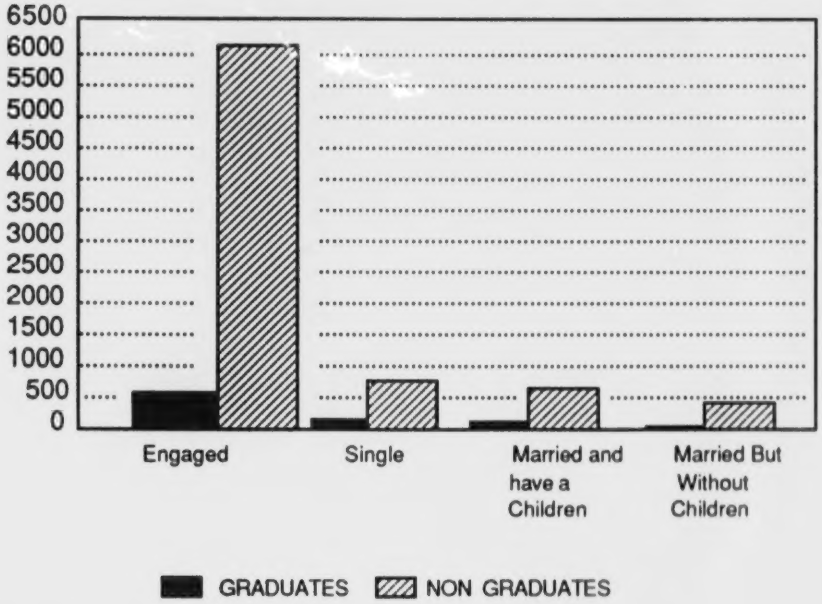
(*) See Appendix 3 - Table: 2

and 8% of them are married with children (Demiray, 1987, p:27). When this fact is considered it is seen that the graduation rate of the group "married with children" is considerably high. Graphic 3 shows the graduation In terms of marital status.



Graphic 3: Graduation In 1985-1986 In Terms of Marital Status.

The data in Table 5 indicates that the graduation rate among the senior students taking residence in villages is about 11% and higher than the others. The graduation rate of the students living in cities is 8.6% among the students living in metropolis, this rate becomes lower 6% the diffence that the Open Education Faculty students living in villages show is also statistically important: $(X^2_{(1)}=11.62, p< 0,001)$. (*)

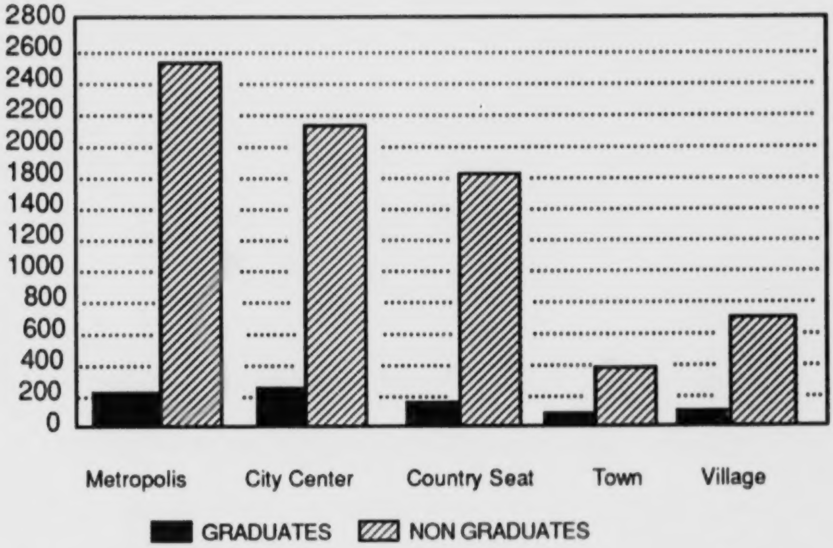
(*) See Appendix 3 - Table: 3

TABLE: 5

The Distribution of The 1985-86 Term Open Education Faculty Senior Students In Terms of The Characteristics of Their Location and Graduation In June

	Metropolis	City	County Seat	Town	Village	TOTAL
In June						
Graduates	164	204	138	39	90	635
Non-Graduates	2580	2171	1858	400	716	7725
TOTAL	2744	2375	1996	439	806	8360

22 students are not included in this analysis.



Graphic 4: The Distribution of 1985-1986 Students In Terms of The Develling Places And Graduation.

This result is a very crucial finding for the distance education programs which have aimed at bringing a new dimension to the concept of education - out school education. Graphic 4 shows the graduation In terms of the units of divelling.

Table 6 shows the distribution of the senior students in terms of the geographical regions where their Open Education Faculty student. Offices are and their graduation in June.

TABLE: 6

The Distribution of The 1985-86 Open Education Faculty Senior Students Considering The Geographical Regions Where Their Open Education Faculty Students Offices Are And Their Graduation In June

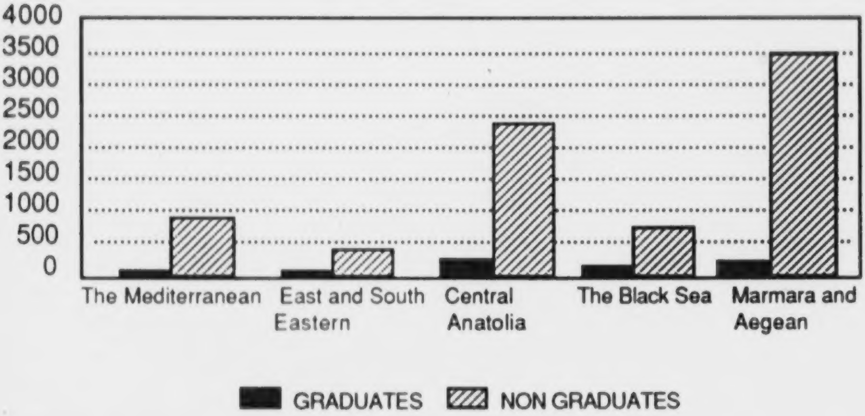
	The Marmara and The Aegean Region	Central Anatolia	The Mediterranean Region	The Black Sea Region	The Eastern and South Eastern Region	TOTAL
In June						
Graduates	248	176	75	69	68	636
Non-Graduates	3528	2352	773	685	396	7734
TOTAL	3776	2528	848	754	464	8370

12 students are not included in this analysis.

Tablo 6 indicates that in 1985-86 term the graduation rate (in June) among the Open Education Faculty senior students who live in the Eastern or South Eastern Anatolia is about 15%; this rate is 7% in the Marmara and Aegean region. The higher graduation rate of those from the eastern or South Eastern Anatolia indicates a statical difference: $(X^2{}_{(4)}= 44.43; p<0,01)$. (*) This difference indicates that the Open Education Faculty programs have been usefull for those students in these regions where there are not many facilities for higher education.

(*) See Appendix 3 - Table: 4

Graphic 5 shows the graduation in terms of the geographical regions where these are their student offices.



Graphic 5: The Distribution of The 1985-1986 Students In Terms of The Student Offices They Are Registered And Graduation

When the personal characteristics of the senior students attending the Open Education Faculty programs in 1985-86 term and their graduation in 1985-86 spring term are taken into consideration it is seen that:

1- The graduaiton rate of the senior students does not show a difference in terms of the programs they attend, "Economics" and "Business Administration" and different age groups.
2- However, the graduation rate becomes higher in terms of the male students, students living in villages and in the Eastern and South Eastern Anatolia. This result indicates that distance education has become succesful in that it has made out-of school education possible all over Turkey, especially in the regions where there is a strong need for education.

HOME ATMOSPHERE

This part includes the analysis on the dwelling places of the students, how many people they share their houses with, the dimensions of their houses, whether they have a room of their own and whether they have necessary devices such as radio and TV and some other facilities. And at the same time the question of whether there is a relation between such characteristics and their graduation rate will be examined.

In Table 7 the students attending Open Education Faculty "Economics" and "Business Administration" programs are given in terms of the number of persons they share their houses with and their graduation in June.

TABLE:7

The Distribution of The Open Education Faculty
1985-86 Term Senior Students In Terms of The
Number of People They Live With and
Their Graduation In June

	Alone	1 person	2-3 persons	4-5 persons	6 or More	TOTAL
In June						
Graduates	19	29	221	232	132	633
Non-Graduates	208	487	2380	3015	1630	7720
TOTAL	227	516	2601	3247	1762	8353

29 students are not included in this analysis.

Table 7 shows that the graduation rate increases in relation with the increase in the number of persons the students live with.

In Table 8 the distribution of the students who have a study of their own and their graduation rate is given.

The graduation rate of the students who have a study room of their own is higher (6%). Yet this is not a distinctive difference. The information missing in the table is that the answers given to the question of whether the students who registered in the 1982-83 term had a study have not showed a distinctive difference (Open Education Faculty Administration, 1982-83 Educational Year Student Information Form).

TABLE: 8

The Distribution of The 1985-86 Term Open Education Faculty Senior Students In Terms of Whether They Have A Study of Their Own At Home or Not and Their Graduation Rate In June

	Students Having A Study	Students Not Having A Study	TOTAL
In June			
Graduates	337	296	633
Non-Graduates	3975	3742	7717
TOTAL	4312	4038	8350

32 students are not included in this analysis.

Table 9 shows the Open Education Faculty senior students in terms of the number of rooms in their houses (except bathroom, and kitchen) and their graduation rate in June.

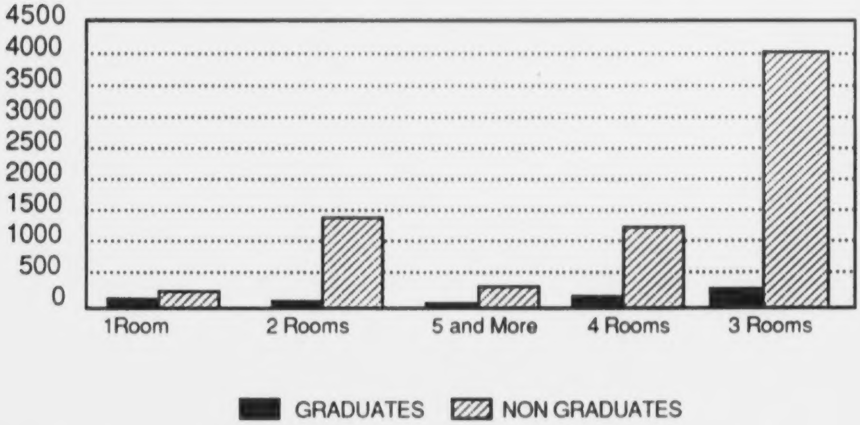
TABLE:9

The Distribution of The 1985-86 Term Open Education Faculty Senior Students In Terms of The Number of The Rooms In Their House and Their Graduation In June

	One Room	Two Rooms	Three Rooms	Four Rooms	Five or More Rooms	TOTAL
In June						
Graduates	22	116	313	141	44	636
Non-Graduates	197	1500	4177	1433	418	7725
TOTAL	219	1616	4490	1574	462	8361

21 students are not included in this analysis.

When Table 9 is analysed it is seen test the more the number of rooms in the house are the higher the graduation rate is ($x^2{}_{(4)}$= 11.3669, $p<0.05$). (*) When the number of rooms becomes fever the graduation rate of the 1985-86 senior students becomes lower - where as the number of rooms increases-except bathroom, bedroom and kitchen-the graduation rate goes higher. In other words, the graduation rate among those who do not have enough rooms in their houses and those who have more rooms is increasing. Graphic 6: shows the graduation and the number of rooms they have.



Graphic 6: The Distribution of 1985-1986 Students In Terms of The Number of Rooms They Have And Graduation.

The senior students attending the Open Education Faculty programs in 1985-86 in terms of such devices, as the radios and tape recorders they possess and their graduation are shown in Table 10.

(*) See Appendix 3 - Table: 5

TABLE:10

The Distribution of The 1985-86 Term Open Education Faculty Senior Students In Terms of Their Having Radio Or Tape Recorders of Their Own and Their Graduation In June.

	None	Only	Both	TOTAL
In June				
Graduates	37	185	413	635
Non-Graduates	506	1936	5205	7647
TOTAL	543	2121	5618	8282

100 students are not included in this analysis

When the data shown in table 10 has been collected, the alternatives "having only a radio" or "having only a tape recorder" have been joined as "having a radio or tape recorder." In this case there is a relevant relationship: ($X^2_{(2)}$=6.9552, $p<0.05$). (*) As seen in Table 10 the graduation rate in june among the Open Education Faculty senior students who have both the radio and the tape recorder is high. The number of students who have a radio of their own is higher than those who have a tape recorder of their own.

This is because radios are cheaper and tape recorders are relatively expensive. Besides, the graduation rate in June is also related with the geographical localisation of the students. And the radio is a commoner medium in the country. Therefore such a result can be expected.

The senior students of the 1985-86 term who have their own VCRs and television and their graduation rate in June are shown in Table 11.

When the above data is analysed it is seen that there is a relevant relationship between the two variations: ($X^2_{(3)}$=11.9771, $p<0.01$). (**) Out of the Open Education Faculty senior students in 1985-86 term the graduation rate in June is higher for those who have neither TV or video and those who have only black-white TV. In other words, it is seen

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(*) See Appendix 3 - Table: 6

(**) See Appendix 3 - Table: 7

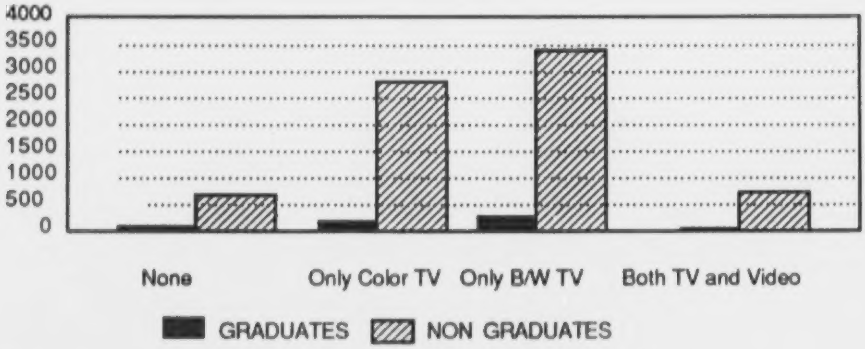
TABLE:11

The Distribtion of The 1985-86 Open Education Faculty Senior Students In Terms of Black-White Posses and Their Graduation In June

	None	Only Black White	Only Color TV	Both TV and Video	TOTAL
In June					
Graduates	61	317	206	48	632
Non-Graduates	734	3416	2842	742	7734
TOTAL	795	373	3048	750	8366

16 students are not included in this analysis.

that the rate of graduation in June for those who have both color TV and video is low. As it will be seen further the Open Education Faculty students come from the families whose socio-economic conditions are not high. In this case, the answers received to the question "How many of such facilities as video, house, car and telephone" do you have?" seems to be relevant for the study. Out of the Open Education Faculty students, 15% have three or four of the above facilities-not more (Demiray, 1987, p:35). Graphic 7: shows the graduation and the TV and video the students possess.



Graphic 7: The Distribution of 1985-1986 Students In Terms of The TV And Video They Have And Their Graduation.

Table 12 shows the senior students in term of such facilities as a house, video, car and telephone of their own and their graduation rate in June.

TABLE:12

The Distribution of 1985-86 Open Education Faculty
Senior Students In Terms of Such Facilities
As House, Car, Video and TV and Their Graduation Rate In June

	None	Only One	Two	Three	Four	TOTAL
In June						
Graduates	201	198	150	68	18	635
Non-Graduates	2362	2324	1809	868	355	7718
TOTAL	2563	2522	1959	936	373	8353

29 students are not included in this analysis.

When the data given in Table 12 is analysed it is seen that there is not a relevant relation between the two variations. As for as it is graduation rate of those who graduated in June and those who did not graduate. In both of these groups, the more the number of the facilities are, the less the number of students having them becomes.

The above characteristics of the Open Education Faculty senior students and their graduation rate in June (1985-86 term) can be summarized for this section as follows:

1- Although there is not a relevant relation between the number of persons the students live with and their graduation rate in June,it is seen that most of the graduates live with two or more persons.
2- Although there is a parallelism between the graduation rate and whether the students have a study of their own, there is not a relevant relation between these two variations.
3- A relevant relation is seen between the number of extra rooms (i.e. apart from the bathroom, and kitchen) the students have in their house and their graduation rate in June. The rate of graduation in June is higher for those who have not enough rooms and those who have extra rooms in their houses.

4- There is a relevant relation between the rate of graduation in June and that of having radio or tape recorder of their own. For those who have both radio and tape recorders, the graduation rate is higher.

5- The rate of graduation in June is higher for the senior students who have no TV or video and for those who have only black-white TV.

6- There is not a relevant relation between the students' having such facilities as a house, video, car and a telephone and their graduation rate in June. As the number of facilities increases, the number of students having these decreases.

WORKING OUT AND TIME FOR STUDY

As it is known the Open Education Faculty system serves working students- not full- time students. Therefore, this part deals with both the senior students 'and the graduates' working out and accordingly their time to study.

In Table 13 Open Education Faculty students are shown in terms of whether they work out and their graduation in June.

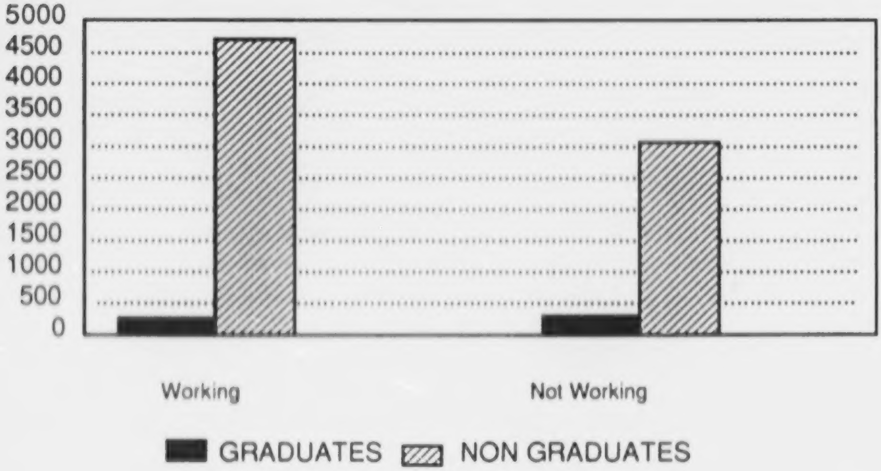
TABLE: 13

The Distribution of 1985-86 Term Open Education Faculty Senior Students In Terms of Their Working Out and Their Graduation Rate

	Working Out	Not Working	TOTAL
In June			
Graduates	343	292	635
Non-Graduates	4624	3077	8336
TOTAL	4967	3369	8336

46 students are not included in this analysis.

The information given in Table 13 shows that there is a statistically relevant relation between the rate of graduation in June and that of working out or not ($X^2_{(1)}$= 8.8538, $p<0.01$) (*). The rate of graduation in June is 7% for those who work out and it is 9% for those who do not work out. This is an expected answer. Graphic 8: shows the graduation and the working situation of the students.



Graphic 8: The Distribution of 1985-1986 Students In Terms of Their Working Out And Graduation.

In Table 13 the missing information on the students who registered to the faculty and became senior students without failure is as follows:

Out of the students who registered to the Open Education Faculty in 1982-83 37% (8323 students) work out and 63% (14426 students) do not. (Open Education Faculty, 1982-83, Student Information Form). The rate of becoming senior students without failure is 60% for those who work out and 23% for those who do not work out (Demiray, 1987, p:28). This indicates that the rate of graduation in June is higher for the working students than the others.

What is important for a student is time to study. This becomes more important if the student work out. As for the Open Education Faculty students, a great majority of them work out. Therefore, in this part the

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(*) See Appendix - 3 Table: 8

question of finding time to study has been analysed and the following data has been collected as such:

The distribution of the answers given to the question "If you work out, how many hours do you have to be at work?" are as follows:

41% (3416 students) of the Open Education Faculty senior students has said that they do not work. 4% (315 students) has stated that they work "less than 20 hours", 16% (1335) "between 20-40 hours", 24% (1991 students) between "41-50 hours" and 13% (1330 students) "more than 50 hours" 195 students have left this question unanswered. As seen in the above answers, 53% of the Open Education Faculty students work in a job more than 20 hours a week.

Another question to the students was as such: "Can you study regularly? If so, for how many hours a day do you spend studying?"

The distribution of the answers given to this question is as such: 54% of the students (4429 students) has stated that they study "not regularly and less than an hour", 30% (2541 student) "1-2 hours a day", 5.7% (1279 students) "three hours a day or more", 223 students have not answered this question (Demiray, 1987, p: 40).

Open Education Faculty 1985-86 term senior students who work out are shown in Table 14 in terms of their weekly working hours and the rate of graduation in June.

TABLE: 14

The Distribution of The Open Education Faculty 1985-86 Term Senior Students Who Work Out In Terms of Their Weekly Working Hours and The Rate of Graduation In June

	Less Than 20 Hours	20-40 Hours	41-50 Hours	More Than 50 Hours	TOTAL
In June					
Graduates	26	106	118	93	343
Non-Graduates	289	1229	1873	1037	4428
TOTAL	315	1335	1991	1130	4771 ●

● The other students are those who do not work out and those who have not answered this questionnaire.

The information in Table 14 indicates that there is a relevant relation between the weekly working hours and the graduation rate in June ($X^2_{(3)}$=8.2663, $p<0.05$). (*) The graduation rate is higher for those who work less than 20 hours and more than 50 hours. This rate is lower for those who work between 20-50 hours.

The Open Education Faculty senior students in 1985-86 are shown in Table 15 according to their hours of study and their graduation in June.

The information in Table 15 indicates that the graduation rate for the Open Education Faculty senior students increases as the number of hours to study increase ($X^2_{(2)}$=286.0294, $p<0.001$). (**)

The graduates in 1985-86 term are those students who study much more and more regularly than the others. For the students who study less than an hour and not regularly the graduation rate in June is 4.5% and for those who study 3 hours or more this rate increases 16.2%.

TABLE: 15

The Distribution of The Open Education Faculty 1985-86 Term Senior Students In Terms of Their Daily Hours of Study and Their Graduation In June

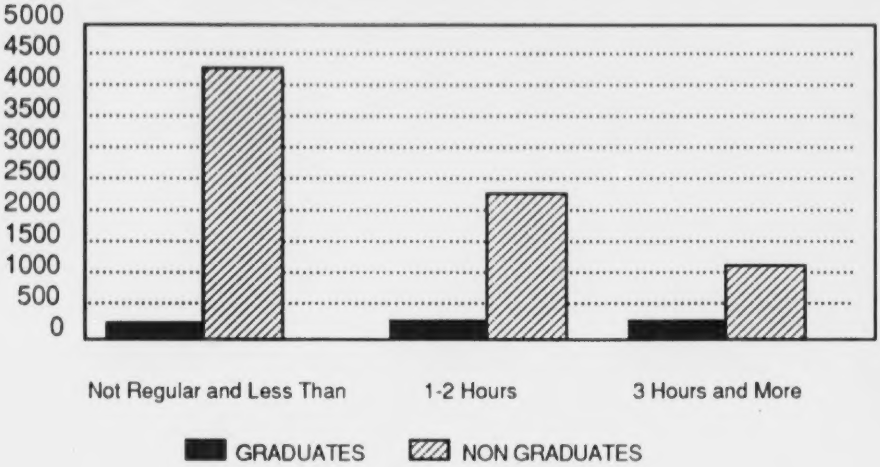
	Not Regular and Less Than An Hour	1-2 Hours	3 Hours or More	TOTAL
In June				
Graduates	206	212	217	635
Non-Graduates	4307	2293	1115	7715
TOTAL	4513	2505	1332	8350

32 students are not included in this analysis.

(*) See Appendix 3 - Table: 9

(**) See Appendix 3 - Table: 10

Graphic 9: Shows the graduation and the regular study hours.



Graphic 9: The Distribution of 1985-1986 Students In Terms of The Time For Study And Graduation.

To summaries the results obtained one can say that:

1- The graduation rate in June for the Open Education Faculty senior students who do not work at any job is higher. However, the number of students in this group has lowered the that of the other groups for four years.
2- The graduation rate for the Open Education Faculty senior students who work less than 20 hours or more than 50 hours a week is higher than the others.
3- There is a positive relation between the rate of graduation in June and the Open Education Faculty senior students' hours of study. Where as one of every 22 students who study less than an hour a day can graduate in June, this rate is nearly four of the group of students who study three or more hours a day.

RELATIONSHIPS WITH PARENTS

In this part of the study the control group students' relationships and communication with their parents have been analysed. For this, the answers given to such questions in the questionnaire as the role of the parents in their important decisions and their tolerance and the like. (See Appendix 1 - Questions: 22-23) have been taken into consideration.

The question of "How the youth sees their parents and how the parents see the youth" has been important for rather the students attending universities- other than the Open Education Faculty. This has been stated through the previous studies (Demiray, 1987, p: 37-38; Ekşi, 1982 p:160-195; Gökmen and at al, 1985 p:40).

The Open Education Faculty (1985-86) senior students attending "Economics" and "Business Administration" programs are shown in Table 16 in terms of how they see their parents in taking important decisions and their graduation in June.

TABLE: 16

The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of How They Regard Their Family In Taking Important Decisions and Their Graduation In June

	The Father Alone	The Mother Alone	Father and Mother Together	Father Mother and Grand-parents	All The Members Of The Family	TOTAL
In June						
Graduates	108	3	116	83	322	632
Non-Graduates	1130	143	1530	924	3925	
TOTAL	1238	146	1646	1007	4247	8284

98 students are not included in this analysis.

Table 16 shows how the Open Education Faculty students (1985-86) regard their parents' ideas in taking important decisions and it indicates that there is relevant decision between this and their graduation rate in June ($X^2_{(4)}=9.8556$, $p<0.05$). (*)

(*) See Appendix 3 - Table: 11

As seen in Table 16, the graduation rate in june is higher among the students who state that they find their families democratic in taking important decisions. In cases which the mother takes decisions alone, the graduation rate in June is lower.

Table 17 presents the Open Education Faculty (1985-86) senior students in "Economics" and "Business Administration" programs in terms of the tolerance their family shows them and the graduation in June.

TABLE: 17

The Distribution of The Open Education Faculty 1985-86 Term Senior Students In Terms of The Tolerance Their Families Show There and Their Graduation In June

	No Tolerance	Very Little Tolerance	Sometimes Tolerating Sometimes	Highly Tolerating	No Interference	TOTAL
In June						
Graduates	7	34	306	181	101	629
Non-Graduates	97	513	3768	2001	1287	7666
TOTAL	104	547	4074	2182	1388	8295

87 students are not included in this analysis.

As seen in Table 17 there is no relevant relation between the graduation rate and the rate of tolerance. (*)

Out of the graduates in June those who state that families "sometimes tolerate sometimes do not " make up almost half of the control group (48%). The students whose families are highly tolerating consist 29% of the graduates. The rate of those who state that their families have "no interference" on them is 16% and that of those who state that their families have "no or very little tolerance" is 7%.

The results obtained in this part of the study can be summarised as follows:

(*) Appendix 3 - Table: 12

1- The rate of graduation in June is lower for the Open Education Faculty students who state that their mother is dominant on their important decisions.
2- There is no relevant relation between the rate of graduation and that of "family tolerance".

FINANCIAL POSITION OF THE FAMILY

This part of the study deals with the Open Education Faculty 1985-86 senior students' graduation in June and their families' financial (or economic) position. The data in this part has been collected with the help of such question in the questionnaire as "The monthly income of the family", "How many members of the family work out?" and "What financial resources do you have?" (See Appendix 1,Questions: 8,15,16).

It is difficult to compare this data with that of previous studies since Turkey has continuarly had economical fluctuations. However in a previous study carried out in 1982 the question of monthly income - directed to the student who registered to the Open Education Faculty programs in 1982- was considered in the same income categories as in this study. The results in that study are summarised as follows:

In order to test whether there is a difference between the Open Education Faculty students and the Academy students in terms of their monthly income khi square test has been applied to different frequencies in different income categories. The result of this test shows that there is a difference between the two groups above in terms of their families' monthly income ($X^2_{(4)}=16.99, p<0.01$). In the lowest income category there are more Open Education Faculty students (Gündüz: 1985, p:62). (*)

(*) In this study all Turkish Liras (which is abbrevation of it TL for Turkish money unit) convertable to United State Dollar according to 1985 or 1990 January prices 1 USD= 450 TL. (in 1985 January prices) 1 USD= 2400 TL. (in 1990 January Prices).

TABLE: 18

The Distribution of The Students Who Registered To Eskişehir Economic and Commercial Sciences Academy and Those To The Open Education Faculty In Terms of Their Monthly Income

MONTHLY INCOME LEVEL	THE OPEN EDUCATION FACULTY (1982-83)		ESKİŞEHİR ACADEMY of ECONOMICS and COMMERCIAL SCIENCES (1982-83) (*)	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
Under 10.000 TL	3441	0.14	77	0.10
10.000-24.999TL.	14340	0.59	472	0.59
25.000-49.999TL.	5533	0.23	203	0.25
50.000-74.999 TL.	929	0.03	39	0.05
Above 75.000 TL.	322	0.01	14	0.01
TOTAL	24.565	100	805	100

(Reference: (Gündüz: 1985, p:62) ; $X^2_{(4)} = 16.99; p<0.01$)

The Open Education Faculty 1985-86 senior students are given in Table 19 in terms of their average monthly income and their graduation in June.

When the information given in Table 19 and Table 18 is considered together it is seen that there is a relevant relation between the rate of

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(*) In 1982-83 educational year ÖSYM seated the student to Open Education Faculty and Eskişehir Academy of Economics and Commercial Sciences - Because on those days Turkish Higher Education Council was traying to organize all universities and university law. May be one month after two institute and old Anadolu University were combined and titled as Anadolu University.

monthly income and that of graduation in June. $(X^2_{(2)}= 6.1913, p<0.05)$. (*)

TABLE: 19

The Distribution of The Open Education Faculty
1985-86 Term Senior Students In Terms of
Their Average Monthly Income and
Their Graduation In June

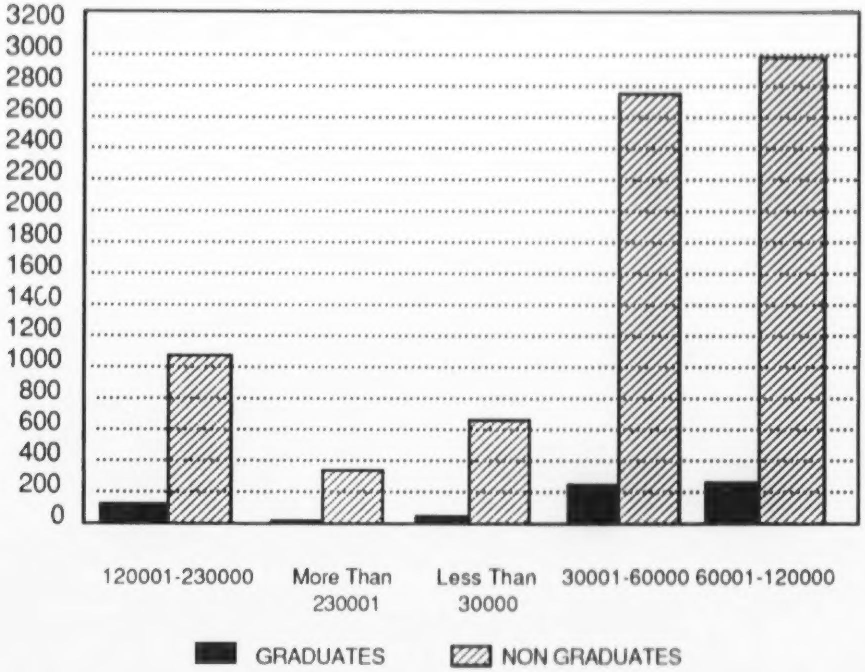
	Under 30.000	30.000 60.000	60.000 120.000	120.000 230.000	Over 230.000	TOTAL
In June						
Graduates	60	230	244	85	15	634
Non-Graduates	640	2686	2961	1060	340	8687
TOTAL	700	2916	3205	1145	355	8321

61 students are not included in this analysis.

As seen in Table 19, the graduation rate for the 1985-86 Open Education Faculty Students decreases as the rate of income increases. Especially for the students in the group whose monthly income is more than 230.000 TL, the graduation rate is 4%. This rate is 8% for the students with an income under 120.00 TL. This fact indicates that the group of people beneffitting from the Open Education Faculty services are those who come from the middle class families and in the low category of income.

It is known that one of the most important factors effecting the economic situation of the family is the number of members working out. That is why, the control group has been asked this question. In other words, in the control group most of whom has monthly income under 120.000 TL, the working members of the family have also been studied. Graphic 10 shows the graduation and montly income of the students.

(*) See Appendix 3 - Table: 13



Graphic 10: The Distribution of 1985-1986 Students In Terms of Their Montly Income And Graduation.

Table 20 shows the Open Education Faculty 1985-86 senior students in terms of the number of the family members working out and their graduation rate in June.

It is seen in Table 20 that there is a statistically relevant relation between the number of the family members having then income and the rate of graduation in June $(X^2_{(4)}=9.7097, p<0.05)$ (*) Two or three persons support a family as seen in the above table. The more the number of members supporting the family is, the lower the graduation rate in

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Appendix 3 - Table: 14

TABLE:20

The Distribution of The Open Education Faculty 1985-86 Term Senior Students In Terms of The Number of The Family Members Working Out and Their Rate of Graduation In June

	1 person	2 Persons	3 Persons	4 Persons	5 Or More	TOTAL
In June						
Graduates	314	244	67	6	3	634
Non-Graduates	3511	2995	950	185	63	7704
TOTAL	3825	3239	1017	191	66	8338

44 students are not included in this analysis.

June is. When the number of members supporting the family becomes 4 or more the rate of graduation in June goes down to 3%. It is known that the average monthly income is less than 120.000 TL. The number of working members increasing makes us think that these people are not qualifed and accordingly their income is low. Therefore the students have to work out and this becomes a negative factor in their graduation. In this respect the educational backgrounds and proffesions of the parents in the low-income families should be studied.

The question of what financial resources the Open Education Faculty students have differs such students from the other university students.

Therefore the questionnaire applided to the Open Education Faculty senior students in 1985-86 term also includes the question "How do you have your financial support (What are your financial resources)?" Those who answer this question as "From my family" consists the 35% (2961 student) of the control group. The rate of those who state that they cover all their expenses themselves is 30% (2498 students). The rate of those who state that their financial resources are "their family and scholarships they get" is 12% where as that of those whose resources are "their family and their own income" is 22% (1806 students). The rate of the students who "very different kinds of financial resources" is 1.5% (121 students). 18 students have not answered this question. (Demiray, 1987, pp:28-29)

The researches carried out on the other university students (Abadan, 1961, p:104; Ekşi, 1982, p: 169; Gökmen and et al: 1985, p:42) have indicated that most of these students do not work and the majority of the working students have short-term or part-time jobs or work in the summer holidays. In this respect the number of the university students who cover their expenses on their own will not be high. They will be supported by their families or relatives. On the contrary, it is seen that most of the Open Education Faculty students cover their expenses on their own. This is an expected result because the number of the Open Education Faculty working students and most of the graduates are those who earn their living.

Table 21 shows the Open Education Faculty 1985-86 term senior students in terms of their financial resources and their graduation in June.

TABLE: 21

The Distribution of The Open Education Faculty
1985-86 Term Senior Students In Terms
of Their Financial Resources and
Their Graduation Rate In June

	From The The Family	From The Family and Schoolarships	From His Own Income	From The Family and His Own Income	From Different Resources	TOTAL
In June						
Graduates	232	104	183	106	11	636
Non-Graduates	2729	874	2315	1700	110	7728
TOTAL	2961	978	2498	1806	121	8364

18 students are not included in this analysis.

The information given in Table 21 indicates that there is a statistically relevant relation between the financial resources of the Open Education Faculty senior students and their graduation rate in June

$(X^2_{(4)}=21.3986, p<0.001)$ (*) the graduation rate for those whose financial resources are "family and scholarships" and "different resources". The rate of graduates who cover their own expenses is very high in relation with that of the other university students. There is a parallelism between the students who cover their expenses themselves and those whose financial resources are their family and scholarship though distance education system allows students to work out. In other words, it can be said that the graduation rate of the students who are supported by their families is lower than the other university students.

The results obtained from this analysis can be summarized as follows:

1- The rate of graduation in June is higher for the Open Education Faculty students whose monthly income is lower than 120.000 TL. This rate becomes lower as the rate of income becomes higher.

2- The rate of graduation in June becomes lower as the number of family members working out increases.

3- The Open Education Faculty senior students cover their expenses on their own more than the other university students do. Among the Open Education Faculty students the rate of graduation in June is lower in relation with the senior students. And the number of graduates covering their expenses on their own is less than that of the other university students. This should be considered as an important result in terms of the university students' financial independence.

EDUCATIONAL BACKROUND OF THE FAMILY

This part of the study deals with the Open Education Faculty senior students' (1985-86) parents and the graduation rate in June. For this such questions asked in the questionnaire as the educational background of the parents, their professions and whether the graduates live with their families (See Appendix-1, Questions: 9, 11, 12, 13 and 14).

Table 22 shows the Open Education Faculty 1985-86 term senior students in terms of living with their families and their graduation in June.

(*) See Appendix 3 - Table: 15

TABLE: 22

The Distribution of The Open Education Faculty 1985-86 Term Senior Students In Terms of Their Living With Their Families and The Rate of Graduation In June

	Lives With His Family	Do Not Livo With His Family	TOTAL
In June			
Graduates	525	111	636
Non-Graduates	6527	1189	7716
TOTAL	7052	1300	8352

30 students are not included in this analysis.

The information obtained from Table 21 indicates that there is not a statistically relevant relation between the variant of living with the family and the rate of graduation in June. ($X^2_{(1)}$=2.0537, $p<0.10$). (*) However, the graduation rate of the students who do not live with their families is seen to tend to increase.

When the educational background of the Open Education Faculty students' parents is analysed it is seen that this rate is lower than the other university students' (Demiray, 1987, pp: 31-34).

A university student has to interact with the people in his circle in order to educate himself and adapt to the society. During this process the educational background of these people becomes an effective factor for the student. In surveys carried out with educational purposes such variations as the social background of the family and the educational background of the parents the number of the family members, the number of family lives in come out as important factors together with the economic variations. (Gündüz, 1985, p:59) That is why, the questionnaire includes two questions on the education of their parents.

(*) See Appendix 3 - Table: 16

Table 23 and 24 show the Open Education Faculty senior students in consideration with their parents' education level and their graduation rate in June.

TABLE: 23
The Distribution of The Open Education Faculty 1985-86 Term Senior Students In Terms of Their Mothers' Education Level and Their Graduation Rate In June

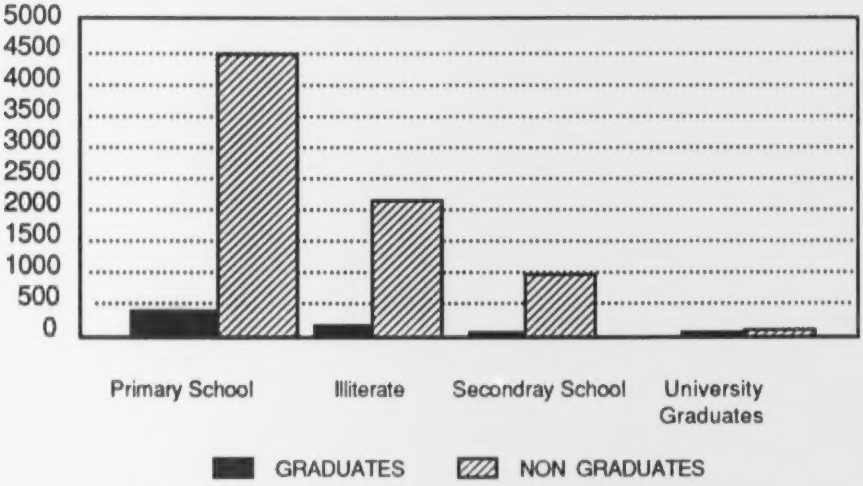
	Illeterate	Literate or Primary School Graduate	Secondary School Graduate	University Graduate	TOTAL
In June					
Graduate	193	362	74	6	635
Non-Graduates	2165	4480	980	80	7705
TOTAL	2358	4842	1054	86	8340

42 students are not included in this analysis.

When the information in Table 23 is tested it is seen that there are no statistically relevant relations. Yet, it is seen that the graduation rate in June for those who have illiterate mothers tends to increase.

When the information is tested it is seen that there is no relevant relation between the fathers education level and the graduation rate in June. However, as the fathers' education level increases the rate of graduation in June becomes lower. The same result is also valid for Table 23. In this respect, it is seen that the graduation rate of the Open Education Faculty students in june is higher.

When the parents' education level is low. In other words, as the parents' education level increases the graduation rate in june becomes lower. Graphic 11 show the graduation in terms of the mothers' educational background.



Graphic 11: The Distribution of 1985-1986 Students In Terms of The Mothers' Educational Background.

Table 23. In this respect, it is seen that the graduation rate of the Open Education Faculty students in june is higher. When the parents' education level is low. In other words, as the parents' education level increases the graduation rate in june becomes lower.

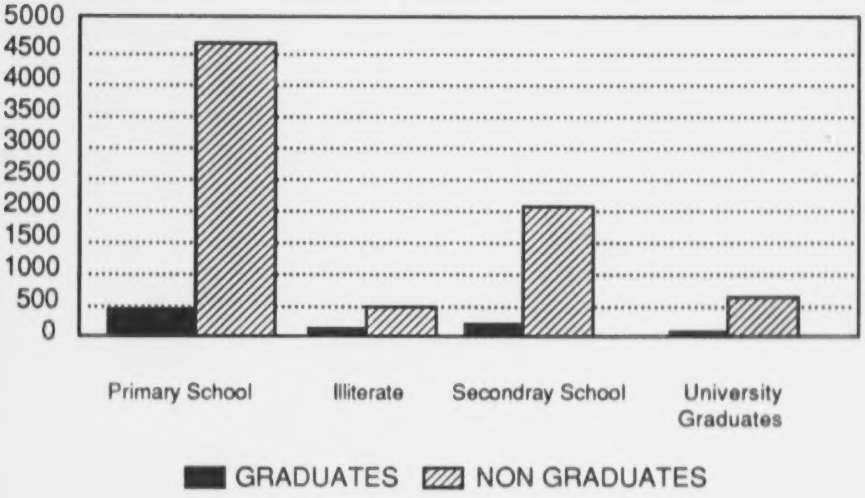
TABLO: 24

The Distribution of The Open Education Faculty
1985-86 Term Senior Students In Terms
of Their Fathers' Education Level and
Their Graduation Rate In June

	Illeterate	Literate Or Pimary School Graduate	Secondary School Graduate	University Graduate	TOTAL
In June					
Graduate	42	390	153	46	631
Non-Graduates	410	4647	1980	625	7662
TOTAL	452	5037	2133	671	8293

89 students are not included in this analysis.

Graphic 12 shows the graduation in terms of the fathers' educational background.



Graphic 12: The Distribution of 1985-1986 Students In Terms of The Fathers' Educational Background And Graduation.

Table 25 shows the Open Education Faculty senior students in relation with their parents' occupation and their graduation in june.

TABLE: 25

The Distribution of The Open Education Faculty 1985-86 Term Senior Students In Terms of Their Mothers' Occupation and Their Graduation In june.

	Unemployed	Worker Or Offical	Trader	Liberal Profes-sion	Business Woman	Not Working (Housewife)	TOTAL
In June							
Graduate	3	23	_	_	1	605	632
Non-Graduates	108	355	_	21	35	7168	7677
TOTAL	111	378	_	21	36	7763	8309

73 students are not included this analysis.

TABLE:26

The Distribution of The Open Education Faculty 1985-86 Term Senior Students In Terms of Their Fathers' Occupation and Their Graduation Rate In June

	Unemployed	Worker, Offical, Retired	Trader	Liberal Profes-sion	Business Man	TOTAL
In June						
Graduate	91	352	95	16	56	610
Non-Graduates	927	4142	1331	263	756	7419
TOTAL	1018	4494	1426	279	812	8029

353 students are not inclided in this analysis.

Additional information on this subject is given in Table 27 (Open Education Faculty, 1982).

TABLE: 27

The Distribution of The Open Education Faculty
Students Parents' Occupational
Situation In 1982-83 Registered Year
Terms of Percentage

	Employer	Offical	Doing His	Retired	Not Working
Mothers' Occupation	0.03	3.90	2.99	2.56	90.24
Fathers' Occupation	6.12	29.10	36.37	23.07	5.31

Reference: Open Education Faculty Administration, 1982-83 Term Student Questionnaire- Marginal and Percentage list.

There is no relevant relation between the parents' occupational position and the rate of graduation in June. However, the number of the students in the Open Education Faculty -since 1982- whose mothers are not working and fathers are workers, officials or retired has been relatively increasing.

In this part of the study such variations as whether the student live with his family or not, and the parents' occupational positions have been studied. There are no relevant relations between the parents' occupational positions and the rate of graduation. However, there are some numeral increases indicating that such a relation is likely to exist. The rate of graduation in june is seen to become relatively low within the range of the first category (illiterate) to the last category (university graduate). The reason why the graduation rate of the students whose parents are university graduates becomes low is that the children of such parents do not want TV attend the Open Education Faculty. Previously, it was stated that the graduation rate of the students from the Eastern part of Turkey is very high. Graduates' age is weightly between 26-30 years old. And it can also be said that the parents of the above mentioned students are in the low category of education/occupation. Adding these Open Education Faculty senior students and graduates are come from middle class people and their income under 120.000 TL. monthly.

CHAPTER IV

DISCUSSIONS

- SUMMARY
- CONCLUSION
- SUGGESTIONS

CHAPTER IV
DISCUSSIONS

SUMMARY

Anadolu University - Open Education Faculty, which has brought a new dimension to Turkish Education system, saw its first graduates in 1985-86 spring term. From the Open Education Faculty 768 students graduated.

Today, distance education systems which, has opened a new path for education in almost two hundred countries in the world, has made use of all media -From the written materials to TV broadcasting, from face-to-face education to radio broadcasting- for educational purposes, therefore the educationist and educational administrators, who carry out educational services with the help of these media, have taken great responsibilities in term of the unavoidable effect of the media on societies as well as the gradual scarcity of the resources used.

That is to say, every message the mass media conveys is very influential on the decisions of masses even in a seconds. The goverment administrators carefully watch every activity made with the help of the mass media and they take new decisions as pre-cautions in consideration with the results of the activity. This is because of the great power of the mass media.

Man of our age has been alien to his society-even to himself-in today's communicational circumstances. He can carry out his social interactions, which is a prerequisite of being a man, through his life experience and the limits of his education. Those individuals whose life experience and educational experience are not expanded have to live in a world prepared and manipulated by their superiors.

That is why, the mass-media which was not primarily devoleped for educational purposes. It has been put in the service of education timely by scientists, educationtists and administratiors for the sake of mankind. In this way, the individuals who want to "renew" themselves against social and economic pressures but who missed the opportunity of continuing their education have been given educational services which is based on by the distance education method.

With the use of distance-education method the traditional educational methods have had to reorganize themselves and more than that "renew" themselves. Only the educational methods which can "renew" themselves in terms of contemporary requirements can provide the individuals with powerful educational background and perform their social responsibilities.

Both the traditional education and the contemporary distance education systems are supported by the social institutions when they become more functional and helpful for the parts of the society they serve.

The Open Education Faculty has brought the idea of a four-year higher education system into the Turkish Educational history by employing the distance education. At the end of the four years passed (from 1982 to 1986) it has been a necessity to find out the characteristics of the mass of the Open Education Faculty students. The problem of the study is to "Find out social and personal characteristics of the Open Education Faculty first graduates in spring term and whether these characteristics can be generalized or not".

The purpose of the study can be summarised as such: Anadolu University Open Education Faculty, which was founded and started to work in 1982-83 term, has been carrying out its teaching services by making use of the mass-media for educational purposes. This faculty, reaches its students by the help of educational TV program, written-materials, radio broadcasts, face-to-face education (Supervising Academic - Advising in Local Teaching Centers-Services) organisations, education with video and student office services all over Turkey-in cities, towns and even in the villages. The students who complete their academic studies are awarded with a B.A. diploma. The question in this study is this what social and personal characteristics does the mass of Open Education Faculty graduates have? Consequently, the purpose of this study is to find out these characteristics of the graduates through the use of a descriptive method. Therefore, the following must be taken into consideration:

a) What personal characteristics the graduates have,
b) What social characteristics the graduates have,
c) What are the characteristics the Open Education Faculty graduates have different from those of the Open Education Faculty undergraduate students. In other words, is there a parallelism between the students' personal and social characteristics and their graduation from the Open Education Faculty.

This study will primarily acknowledge the Open Education Faculty administrators in terms of what students having what characteristics graduate from the faculty without failure. The study will also help the authorities of the Student Placement Center (shortened name was OSYM) by which students are given seats in this faculty and the Anadolu University educational stalf who carry out academic supervising services in terms of the characteristics of the mass they are going to address. Furthermore, this study is also believed to inform the Turkish Educationists in trems of the characteristics of the Open Education Faculty graduates. The results which will be obtained at the and of the study are thought to be helpful and also contributing to the Open Education Faculty Administrators decisions.

It is believed that this study will be of great help for the scientists even for the foreiners- to gain a new educational perspective. Finally, it is believed that this study will bring a new dimension to the society's idea of distance education (In other words, it will bring to the Turkish society's opinion of distance education) and will help build a conscienciousness for its application on many different fields of study.

The data collected from the aires questionnaires applied to the students-in terms of the proper and honest answers-will help us decide the future and the present student typology.

In this study, the students who registered to the Open Education Faculty, and become candidates for graduation in 1985-86 are called senior students and those who registered to the faculty in 1982-83 educational year and graduated from the faculty in 1985-86 spring term are called the graduates/graduate students.

The method of the study can be summarised as the compeliton and the interpretation of the data collected through field-work with the Open Faculty and with the Open Education Faculty documents. This study is based on a descriptive method.

As it is known in 1985-86 spring term (in june) 768 students graduated from the Anadolu University Open Education Faculty programs "Economics" and "Business Administration" this number in September 1986 has become 4658, after the re-sits. In this term there were 9946 senior students in the faculty - These students were given a questionnaire titled "Leisure Time Activities of the Open Education Faculty Students". From the answers to this questionnaire the necessary information about the graduates in June was taken and analysed in the computer. However, it has seen that 680 students out of 768 gave necessary information, later on 44 students who did not answer the questionnaire properly were excluded. Therefore, throughout the study the data collected from 636 students has been taken into consideration.

The rate of the returning of the questionnaire is 83%.

At the same time throughout the study the information gathered from the "Student Information Forms" of those who registered the Open Education Faculty in 1982-83 term and the following students' information forms has been used to determine the differences and the similarities between the graduate students and the undergraduates (non-graduates).

For this study the theses, research papers and studies carried out in the Open Education Faculty have been made use of.

This study aims at defining the graduate mass in spring (June) term using a descriptive method. The answers to such questions their variations are personel and socio-economic characteristics have not been included in the study when the mass of graduate students is defined.

The number of students who registered to the Open Education Faculty in 1982-83 term is 29.479. In 1985-86, 9946 were senior students and 768 students graduated in June.

The rate of senior students who graduated from the Open Education Faculty in June is 8% for the "Economics" students and it is 7% for the "Business Administration" students.

The distribution of the senior students in 1985-86terms of their geographical regions is as such: Marmara and Aegean Regions: 3776 (45%), Central Anatolia: 2528 (30%), the Mediterranean: 848 (10%), The Black Sea: 754 (9%), Eastern and South Eastern Anatolia: 464 (6%). The distribution of the graduates in spring term 1985-86 registered to the students offices are given in order above in these regions is as follows: 248 (38%), 176 (28%), 75 (12%), 69 (11%), and 68 (11%).

The above percentages are given in the order of regions-from the developed to the developing regions. It is seen that the rate of graduation is becoming higher in the developing regions. That is to say, in the Marmara and Aegean regions one out of every 15 senior students graduates where as in the Eastern and South Eastern Anatolia two students out of every 15 graduate. This can indicate the fact that the students in the under developing regions have no other responsibilities than being students.

Among the first graduates of the Open Education Faculty the number of male students are higher than that of female students. Of students who registered in 1982-83 26% female and 74% male, whereas for the senior students it is 29% female, 71% males. For the graduates 22% were female and 78% male. From this point of view, this information can be said that the rate of succesfull graduation is lower for female, whereas the rate of graduation in 1985-86 is higher for male.

Another important variation to determine the characteristics of the Open Education Faculty in 1985-86 spring term graduates is that of age and marital status.In general, the rates of graduation of the Open Education Faculty married and single senior studens are almost the same (Demiray, 1987, p:27). 87% of the senior students are single, and 13% are married. These rates are approximately the same for the graduation is higher for the single students who "are not married or engaded".

And the graduation rate is also high for the married students who "have children" This rate is lower for the students who are widowers or divorced and who are married without children. Students show a difference of 5% in terms of their graduation and their marital status.

The graduation rate is relatively higher for the students, who live in city center, towns and villages in relation to those who live in the metropolis. The reason why the graduation rate is higher for the students living in city-centers is that these students are given academic supervising services in the cities. The graduation rate is higher for the students living in villages. This is because those students have less responsibilities other than being students.

This is an important proof that distance education has been the only way out for the students living in villages. Besides, only one of every full time 75 students who registered to the Open Education Faculty in 1982-83 can graduate without failure after 4 years. This number is over 3 students out of the working students. In 1985-86 senior students' one out of every full time 18 students can graduate in June, whereas one out of 15 working out students can graduate in June.

How the students cover their expences and their financial resources are important factors for the students to build their personality and to have economic independence (Gökmen and et al, 1985, Ekşi, 1980). The answers to this question explain that there is no relevant between the graduation rate of the senior students and their financial resources. In other words, the graduation rate does not change in relation to their financial resources.

It is thought that there can be a relation between the number of family members and the rate of becoming senior students and that of graduation. Generally it is seen that the Open Education Faculty students have families of 4 or more members. The rate of becoming senior students without failure and that of graduation for such students is lower than those who have families of 3 or less members. This result implies that crowded families can not sufficiently support students.

Open Education Faculty can serve its students in their houses since it uses the mass-media. The students who live with their family makes up a great number. This shows a parallelism both for the senior students and the graduates. However from the perspective of the graduates, it is seen that the graduation rate is a little higher for those who live alone and a little lower for those who live with their family.

The parents' educational background is very important for the students in all, levels of education. This is valid for the university students, too. There is not a clear difference between the graduation rate of the Open Education Faculty students and their parents' educational background. Yet the rate of becoming a senior student tends to increase in cases where the parents are university graduates. And this rate is again increasing in cases where parents have secondary education.

In terms of the parents' occupational status the following can be said: There is a clear relation between the rate of graduation and the mothers' not working or beign housewives. The same relation is seen when the fathers are workers, officials or retured persons. The graduation rate in June is increasing for the senior students whose mothers are "housewives" and "fathers" are unemployed, workers, officials or retired. This shows that the first graduates of the Open Education Faculty are those who come from middle class families and that the Open Faculty services are directed to such families.

When the graduates are analysed in terms of their families' monthly income it is seen that most of them have an income between 60.000-120.000 TL. (in 1986 prices if we exchange to 1990 price, montly income equal to 200.000 TL. - 400.000 TL. 1 USD= 2400 TL. in January 1990). From the data it is seen that almost half of this average income is supplied by one member of the family. Although these is not a clear relation between the Open Education Faculty students' rate of graduation and their families monthly income, it is seen that the graduation rate is low for those who are in the highest income category (230.000 and over). And when the number of the family members supplying the income is one or two persons the graduation rate increases whereas when this number increases the graduation rate becomes low.

There has not been a relation between the students' having tape recorders, TV or radio at home and their graduation rate.

The graduation rate for the senior students whose parents "show too little tolerance" or "no tolerance" is becoming low whereas for those whose parents" show too much tolerance" or "never interfering" is becoming high as expected.

There is an important relation between the Open Education Faculty senior students' time for study and their rate of graduation. The more the hours of study are, the higher the rate of graduation becomes. One of every 22 students who rate that they study less than an hour a day can graduate in spring term. This number is almost 4 for those who study 3 or more hours a day.

CONCLUSION

Anadolu University has carried out the distance education system since 1982 and in this way has brought a new dimension to Turkish education system. This new system will exist survive and spread and will become functional in terms of the characteristics of our social structure. Therefore, the system has to "renew" it self according to the nature of Turkish people and the requirements of our century. This present study, under the light of the above, the analysed the characteristics of the Open Education Faculty (Economics and Business Administration) students in the year 1985-86 when the faculty, saw its first graduates. The results obtained through the study are as follows:

The rate of the graduates is higher in the "Economics" program in 1985-86 term in June. The quantitative distribution of the graduates is in the western part of Anatolia, which is higher, developed, whereas the qualitative distribution of the graduates is in the Eastern and South Eastern part of Anatolia.

It is seen that the number of male graduates is more than that of females. Among the Open Education Faculty students the average age of the graduates is higher than that of the other university students. The reason why is that distance education system provides the people who dropped school with a new educational opportunity.

1985-86 spring term graduates have also been analysed in terms of whether they work out or not it is seen that the rate of the students who work out is higher than those who do not work. This is another characteristics of the Open Education Faculty which the other universities lack.

Of the graduates in June the single students -"never married" and " not engaged" - and the "married students" - "married and have children" - have been more succesful.

In terms of the parents' educational background and the graduation rate the following can be said: When the parents' educational background is low the rate of graduation tends to increase. The mothers' educational level is lower than the fathers'.

In terms of the family relationship and the graduation rate it can be said that the rate is lower for the students whose families show "too much tolerance" or "no interference".

There is a relation between the graduation rate and the time students spend studying. The more the hours for study become the higher the graduation rate is. One student out of 22 studying less than an hour a day can graduate in June. Whereas this rate can be almost 4 out of the students who study 3 or more hours a day.

SUGGESTIONS

When the problem and purpose of this study and the results obtained, the following suggestions can be made:

1- As stated in the "importance" part of the study the results should be taken into consideration by the authorities and institutions.
2- The Open Education Faculty should rethink the typology of Open Education Faculty Graduate", which it has planned for the development and future of the country. And if necessary the faculty should re-organize its student typology in future.
3- As it is known, every completed research gives way to new ones. Therefore, the new research subjects can be found in the subjects dealt with in this study.
4- The researches on the qualities of the Open Education Faculty graduates should be carried out without losing time- in any method. And the data collected should be analysed comperatively.
5- The data collected from the researches focused on the Open Education Faculty students can be compared with the data which will be colllected though the researches on the other university students.
6- Such researches should be compared with those carried out in the institutions abroad.
7- With such studies, cooperation with the other higher education institutions (national or international) can be made.

8- This research must repeat in at a certan times in order to determine the changes the "mass of the Open Education Faculty Graduates" shows.

9- This study and this kind of studies should be discussed in terms of individual or in-school communication.

10- In the higher education institutions - other than the Open Education Faculty- this kind of researches should be encouraged.

11- Every research is yet incomplete. Therefore, the writer of this study is ready to accept criticisms suggestions, thoughts and ideas which is related with this present study.

APPENDICES

Appendix: 1-The Questions On The Socio-Economic Level Including The First 25 Questions of The "Leisure Time Activities" Questionnaire Applied To The Open Education Faculty 1985-86 Senior Students.

Appendix: 2-The marginal and percentage list of the answers given to the socio-economic level questions by the Open Education Faculty 1985-86 Spring Term (in June) graduates.

Appendix: 3-The list of tables showing Statistical Relevance Relationship Test and referring to the tables in Chapter III.

App.3- TABLE : 1
The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of Their Sex and Their Graduation in June.

App.3 - TABLE : 2
The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of Their Marital Status and Their Graduation In June.

App.3-TABLE : 3
The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of The Qualities of The Places They Live In and Their Graduation In June.

App.3- TABLE: 4
The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of The Geographical Regions. Where They Have Their Open Education Faculty Student Offices and Their Graduation In June.

App.3 - TABLE: 5
The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of The Number of Rooms In Their House and Their Graduation In June.

App.3 - TABLE: 6
The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of The Radio and Tape Recorders They Have and Their Graduation In June.

App.3 - TABLE: 7
The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of The Black and White TV, Color TV and VCRs They Have and Their Graduation In June.

App.3 - TABLE: 8
The Relevancee Level of The Distribution of The Open Education Faculty 1985-865 Senior Students In Terms of Working Out and Their Graduation In June.

App.3 - TABLE: 9
The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of The Working Hours a Week and Their Graduation In June.

App.3 - TABLE: 10
The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of The Daily Study Hours and Their Graduation In June.

App.3 - TABLE: 11
The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of The Influence of The Families In Taking Important Decisions and Their Graduation In June.

App.3 - TABLE: 12
The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of Tolerance Their Family Show Them and Their Graduation In June.
Monthly Income and Their Graduation In June.

App.3 - TABLE: 13
The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of Their Average

App.3 - TABLE: 14
The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of Number of Family Members Working Out and Their Graduation In June.

App.3 - TABLE: 15
The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of Whether They Live With Their Families On Not and Their Graduation In June.

App.3 - TABLE: 16
The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of Their Financial Resources and Their Graduation In June.

Appendix: 4- The Table of Critical Khi-Square Value Figures.
Appendix: 5- A Text For Reding. Some General Characteristics of The Open Education Faculty Students As A Senior Students iin 1985-86 Educational Year.

APPENDIX: 1

The Questions On The Socio-Economic Level-Consisting of The First 25 Questions of The Questionnaire, "Leisure Time Activities", Applied to the Open Education Faculty 1985-86 Education Year Senior Students

PART I - Informations On The Personal, Social And Economic Situation

1- Which program are you attending?
A) Economics
B) Business Administration

2- In which geographical region your student office is?
A) Marmara and Aegean
B) Central Anatolia
C) The Mediterranean
D) The Black Sea
E) Eastern and South Eastern Anatolia

3- Are you;
A) Female
B) Male

4- In which category below your age?
A) Under 25
B) 26-30
C) 31-35
D) 36-40
E) Over 40

5- What is your marital status?
A) Single, not engaged, never married
B} Single, engaged
C) Single, divorced or widow/widower
D) Married, without children
E) Married, with children

6- Where do you live?
A) Metropolis
B) City
C) County Seat
D) Town
E) Viliage

7- Do you work?
A) I do not have to work and I do not work
B) I have to work but I am unemployed
C) I have my own job and I am not paid
D) I have my own job and I am paid

8- What are your financial resources?
- A) From my family
- B) From my family and the scholorship
- C) From my own income
- D) From my family and my income
- E) From many different resources

9- Do you live with your parents?
- A) Yes
- B) No

10- How many persons do you live with?
- A) I live alone
- B) 1 person
- C) 2-3 persons
- D) 4-5 persons
- E) 6 or more

11- What is your mother's educational background?
- A) Illiterate
- B) Literate or primary school graduate
- C) Secondary school graduate
- D) Highschool graduate
- E) University graduatee

12- What is your father's educational background?
- A) Illiterate
- B) Literate or primary school graduate
- C) Secondary school graduate
- D) Highschool graduate
- E) University graduate

13- What is your mother's job or occupation?
- A) Housewife (does not work at any job)
- B) Unemployed or seasonal labourer
- C) Worker, official or retired
- D) Doing her own work (doctor, engineer, lawyer, etc.)
- E) Businesswoman (employer, shareholder, farmer, etc.)

14- What is your father's job or occupation?
A) Unemployed or seasonal labourer
B) Worker, official or retired
C) Tradesman
D) Doing his own work (doctor, engineer, lawyer, etc.)
E) Businessman (employer, shareholder, farmer, etc.)

15- In which category is your monthly income?(In price 1986)
A) Under 30.000 TL. B) 30.001-60.000 TL
C) 60.001-120.000 TL. D) 120.001-230.000 TL.
E) Over 230.000 TL.

16- How many family members support as financer your family?
A) 1 B) 2 C) 3 D) 4 E) 5 or more

17- How many rooms-other than kitchen and bathroom-are there in your house?
A) 1 B) 2 C) 3 D) 4 E) 5 or more

18- Do you have a study of your own?
A) Yes B) No

19- Do you have a radio or tape recorder you can use at home?
A) None B) Only radio C) Only tape recorder D) Both

20- Do you have a TV and video at home?
A) None B) Only B/W TV C) Only color TV D) Both

21- How many of the follow in facilities do you have?
1- Video 2- Telephone 3- Car 4- House
A) None B) One of them
C) Two of them D) Three of them
E) All of them

22- Who generally gives important decisions in your family?
A) The father alone
B) The mother alone
C) Father and mother together
D) Father, mother and the other elders
E) All the family members together

23- To what extent do your parents show you tolerance?
A) No tolerance
B) Too little tolerance
C) Sometimes yes, sometimes no
D) Too much tolerance
E) No interference

PART II- Informations On The Use Of Time

24- If you work out, **how many hours a week** do you have to be at work?
A) I do not work out
B) Under 20 hours
C) 20-40 hours
D) 41-50 hours
E) Over 50 hours

25- Can you study regularly? If so, **how many hours** a day do you spend for studying?
A) I do not study regularly
B) Less than I hour
C) 1-2 hours
D) 3-4 hours
E) 5 hours or more

APPENDIX: 2

The Marginal Numbers And Percentage List of The Answers Given To The Socio-Economic Level Questions by The Open Education Faculty 1985-86 Spring Term (In June) Graduates.

QUESTION	A	B	C	D	E	NOT ANSWERED	TOTAL
1	400 62.8930	236 37.1069	00 0.0000	00 0.0000	00 0.0000	00 0.0000	636 100.0000
2	248 38.9937	176 27.6729	75 11.7924	69 10.8490	68 10.6918	00 0.0000	636 10.0000
3	140 22.0125	496 77.9874	00 0.0000	00 0.0000	00 0.0000	00 0.0000	636 100.0000
4	525 82.5471	92 14.4654	16 2.5157	03 0.4716	00 0.0000	00 0.0000	636 100.0000
5	520 81.7610	31 4.8742	01 0.1572	21 3.3018	63 9.9056	00 0.0000	636 100.0000
6	164 25.7861	204 32.0754	138 21.6981	39 6.1320	90 14.1509	01 0.1572	636 100.0000
7	70 11.0062	222 34.9056	89 13.9937	11 1.7295	243 38.2075	01 0.1572	636 100.0000
8	232 36.4779	104 16.3522	183 28.7735	106 16.6666	11 1.7295	00 0.0000	636 100.0000
9	525 82.5471	111 17.4528	00 0.0000	00 0.0000	00 0.0000	00 0.0000	636 100.0000
10	19 2.9874	29 4.5597	221 34.7484	232 36.4779	132 20.7547	03 0.4716	636 100.0000
11	193 30.3459	362 56.9182	38 5.9748	36 5.6603	06 0.9433	01 0.1572	636 100.0000
12	42 6.6037	390 61.3207	65 10.2201	88 13.8364	46 7.2327	05 0.7861	636 100.0000

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QUESTION	A	B	C	D	E	NOT ANSWERED	TOTAL
13	605 95.1257	03 0.4716	23 3.6163	00 0.0000	01 0.1572	04 0.6289	636 100.0000
14	91 14.3081	352 55.3459	95 14.9371	16 2.5157	56 8.8050	26 4.0880	636 100.0000
15	60 9.4339	230 36.1635	244 38.3647	85 13.3647	15 2.3584	02 0.3144	636 100.0000
16	314 49.3710	244 38.3647	67 10.5345	06 0.9433	03 0.4716	02 0.3144	636 100.0000
17	22 3.4591	116 18.2389	313 49.2138	141 22.1698	44 6.9182	00 0.0000	636 100.0000
18	337 52.9874	296 46.5408	00 0.0000	00 0.0000	00 0.0000	03 0.4716	636 100.0000
19	37 5.8176	169 26.5723	16 2.5157	413 64.9371	00 0.0000	01 0.1572	636 100.0000
20	61 9.5911	317 49.8427	206 32.3899	48 7.5471	00 0.0000	04 0.6289	636 100.0000
21	201 31.6037	198 31.1320	150 23.5849	68 10.6918	18 2.8301	01 0.1572	636 100.0000
22	108 16.9811	03 0.4716	116 18.2389	83 13.0503	322 50.6289	04 0.6289	636 100.0000
23	07 1.7006	34 5.3459	306 48.1132	181 28.4591	101 15.8805	07 1.1006	636 100.0000
24	307 48.2704	26 4.0880	106 16.6666	118 18.5534	65 10.2201	14 2.2012	636 100.0000
25	187 29.4025	19 2.9874	212 33.3333	170 26.7295	47 7.3899	01 0.1572	636 100.0000

APPENDIX: 3

The List of Tables Showing Statistical Relevance Relationships Test and Referring To The Tables In Chapter III

Appendix 3 - TABLE: 1

The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of Their Sex and Their Graduation In June

	Female	Male	TOTAL
In June			
Graduates	140 (xx) 184.7 (xxx)	496 451.3	636
Non-Graduates	2292 2247.3	5445 5489.7	7737
TOTAL	5064 7.990 (xxxx)	3314	8378

4 students are out of this analysis.

$X^2_{(1)} = 16.50, p<0.01$

(xx) Observed frequency (fo)

(xxx) Expected frequency (fe)

(xxxx) The rate of the number of graduates to that of the undergraduates

Appendix 3 - TABLE: 1

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(xx) Observed frequency (fo)
(xxx) Expected frequency (fe)
(xxxx) The rate of the number of graduates to that of the undergraduates

Appendix 3 - TABLE: 3

The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of The Qualities of The Places They Live In and Their Graduation

	Metropolis, Country Seat	City Center Town,Village	TOTAL
In June			
Graduates	302 360.60	333 275,39	636
Non-Graduates	4438 4379,39	3286 3344,60	7724
TOTAL	4740 6.8%	3620 9.1%	8360

22 students are out of this analysis.

$X^2_{(1)}=11.62, p<0.001$

Appendix 3 - TABLE: 4

The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of The Geographical Regions Where They Have Their Student-Offices and Their Graduation In June

	Marmara and The Aegean	Central Anatolia	The Mediterra-nean	The Black Sea	Eastern and South Eastern Anatolia	TOTAL
In June						
Graduates	248 286.9	176 192.1	75 64.4	69 57.3	68 35.3	636
Non-Graduates	3528 3489.1	2352 2335.9	773 788.6	685 696.7	396 428.7	7734
TOTAL	3776 6.6%	2528 7.0 %	848 8.8%	754 9.2%	464 14.7%	8370

12 students are out of this analysis.

$x^2_{(4)}=44.43, p<0.01$

Appendix 3 - TABLE: 5

The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of The Number of Rooms In Their House and Their Graduation In June

	One Room	Two Rooms	Three Rooms	Four Rooms	5 or more Rooms	TOTAL
In June						
Graduates	22 16.65	116 122.92	313 341.73	141 119.73	44 35.14	636
Non-Graduates	197 202.34	1500 1493.07	4177 4148.45	1431 1454.26	418 426.85	7725
TOTAL	219 10%	1616 7.1%	4490 7%	1574 7%	462 10%	8361

21 students are out of this analysis.

$X^2_{(4)}=11.3669, p<0.05$

Appendix 3 - TABLE:6

The Relevance Level of The Distribution
of The Open Education Faculty 1985-86 Senior Students
In Terms of The Radio and Tape Recorders
They Have and Their Graduation In June

	None	Only One	Both	TOTAL
In June				
Graduates	37 41.63	185 156.10	413 156.10	635
Non Graduates	506 501.36	1936 1958.37	5205 5187.25	7647
TOTAL	543 6.8%	2121 8.7%	5618 7.4%	8282

100 students are out of this analysis.

$X^2_{(2)}=6.9552$, $p<0.005$

Appendix 3 - TABLE : 7

The Relevance Level of The Distribution of The Open Education Faculty 1985-86. Senior Students In Terms of The Black and White TV, Color TV and VCRs They Have and Their Graduation In June

	None	Only B/W TV	Only Color TV	TV and Video	TOTAL
In June					
Graduates	61 59.94	317 283.36	206 231.36	48 56.93	632
Non Graduates	734 738.47	3416 3467.57	2842 2831.27	742 696.67	7734
TOTAL	795 7.6%	3733 8.5%	3048 6.8%	750 6.4%	8326

56 students are out of this analysis.

$X^2_{(3)} = 11.9771,\ p<0.01$

Appendix 3 - TABLE : 8

The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of Working Out and Their Graduation In June

	Working	Not Working	TOTAL
In June			
Graduates	343 378.63	292 256.63	635
Non Graduates	4624 4588.63	3077 3112.36	7701
TOTAL	4967 6.9%	3369 8.7%	8336

46 students are out of this analysis.

$X^2_{(1)}=8.8538,\ p<0.01$

Appendix 3 - TABLE: 9

The Relevance Level of The Distribution
of The Open Education Faculty 1985-86 Senior Students
In Terms of The Working Hours A Week and Their Graduation

	Under 20 Hours	20-40 Hours	41-50 Hours	More Than 50 Hours	TOTAL
In June					
Graduates	26 22.64	106 95.97	118 143.13	93 81.23	343
Non-Graduates	289 292.35	1229 1239.02	1873 1865.80	1037 1058.94	4428
TOTAL	315 8%	1335 5%	1991 6%	1130 8.2%	4771

3611 students are out of this analysis.

$X^2_{(3)}=8.2663$, $p<0.05$

Appendix - 3 TABLE: 10

The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of The Daily Study Hours and Their Graduation In June

	Not regular and Less Than An Hour	1-2 Hours	3 Hours and More	TOTAL
In June				
Graduates	206 343,20	212 190,05	217 101.29	635
Non-Graduates	4307 4169.79	2293 1894,41	1115 1230.70	7715
TOTAL	4513 4.5%	2505 8.5%	1332 16.2%	8350

32 students are out of this analysis.

$X^2_{(2)}=286.0294$, $p<0.01$

Appendix 3 - TABLE: 11

The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of The İnfluence of The Families In Taking Important Decisions and Their Graduation In June

	Father Only	Mother Only	Father and Mother Together	Father Mother and The Elders	All The Family Members	TOTAL
In June						
Graduates	108 94.44	3 11.13	116 125.57	83 76.82	322 324.01	632
Non-Graduates	1130 1143.55	143 134.86	1530 1520.42	924 930.17	3925 3922.98	7652
TOTAL	1238 8.7%	146 2%	1646 7%	1007 8.2%	4247 7.6%	8284

98 students are out of this analysis.

$X^2_{(4)} = 9.8556, p<0.05$

Appendix 3 - TABLE:12

The Relevance Level of The Distribution of
The Open Education Faculty
1985-86 Senior Students In Terms of Tolerance Their
Families Show Them and Their Graduation In June

	No Tolerance	Too Little Tolerance	Sometimes, Yes, Sometimes No	Too much Tolerance	No Interference	TOTAL
In June						
Graduates	7 7.88	34 41.47	306 308.92	181 165.45	101 105.25	629
Non-Graduates	97 96.11	513 505.52	3768 3765.07	2001 2016.54	1287 1282.74	7666
TOTAL	104 6.8%	547 6.2%	4074 7.6%	2182 8.3%	1388 7.3%	8295

87 students are out of this analysis.

$X^2_{(4)} = 3.3550$, $p < 0.50$

Appendix 3 - TABLE: 13

The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of Their Average Monthly Income and Their Graduation In June

	Under 120.000 TL	120.000 230.000 TL	Over 230.000 TL	TOTAL
In June				
Graduates	534 519.71	85 87.24	15 27.04	634
Non-Graduates	6287 6301.28	1060 1057.75	340 322.95	7687
TOTAL	6281 7.8%	1145 7.4%	355 4.2%	8321

61 students are out of this analysis.

$X^2_{(2)}=6.1913, p<0.05$

Appendix 3 - TABLE: 14

The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of The Number Of Family Members Working Out and Their Graduation In June

	1 Person	2 Persons	3 Persons	4 Persons	5 or More	TOTAL
In June						
Graduates	314 290.84	244 246.28	67 77.13	6 14.52	3 5	634
Non-Graduates	3511 3534	2995 2992.71	950 939.66	185 176.47	63 60.98	7704
TOTAL	3825 8.2%	3239 7.5%	1017 6.5%	191 3%	66 4.8%	8338

44 students are out of this analysis.

$X^2_{(4)}=9.7907$, $p<0.05$

Appendix 3 - TABLE: 15

The Relevance Level of The Distribution of
The Open Education Faculty
1985-86 Senior Students In Terms of Whether They Live With
Their Families Or Not and Their Graduation In June

	Lives With His Family	Lives Alone	TOTAL
In June			
Graduates	525 537	111 98.29	636
Non-Graduates	6527 6514.99	1189 1201	7716
TOTAL	7052 7.4%	1300 8.5%	8352

30 students are out of this analysis.

$X^2_{(1)}=2.0537, p<0.10$

Appendix 3 - TABLE: 16

The Relevance Level of The Distribution of The Open Education Faculty 1985-86 Senior Students In Terms of Their Financial Resources and Their Graduation In June

	From The Family	From The Family and Scholarship	From His Own Income	From The Family and His Own Income	From Different Sources	TOTAL
In June						
Graduates	232 225.15	104 74.36	183 189.94	106 137.32	11 9.2	636
Non-Graduates	2729 2735.83	874 903.63	2315 2308.05	1700 1668.67	110 111.79	7728
TOTAL	2961 7.8%	978 10.6%	2498 7.3%	1806 6%	121 9%	8364

18 students are out of this analysis.

$X^2_{(4)} = 21.3986, p<0.001$

APPENDIX: 4

The Table of Critical Khi Square Value Figures

TABLO 5. KAY KARE (χ^2) NİN KRİTİK DEĞERLERİ

d.f.	$\chi^2$0.995	$\chi^2$0.990	$\chi^2$0.975	$\chi^2$0.950	$\chi^2$0.900	$\chi^2$0.100	$\chi^2$0.050	$\chi^2$0.025	$\chi^2$0.010	$\chi^2$0.005
1	0.0000393	0.0001571	0.0009821	0.0039321	0.0157908	2.70554	3.84146	5.02389	6.63490	7.87944
2	0.0100251	0.0201007	0.0506356	0.102587	0.210720	4.60517	5.99147	7.37776	9.21034	10.5966
3	0.0717212	0.114832	0.215795	0.351846	0.584375	6.25139	7.81473	9.34840	11.3449	12.8381
4	0.206990	0.297110	0.484419	0.710721	1.063623	7.77944	9.48773	11.1433	13.2767	14.8602
5	0.411740	0.554300	0.831211	1.145476	1.61031	9.23635	11.0705	12.8325	15.0863	16.7496
6	0.675727	0.872085	1.237347	1.63539	2.20413	10.6446	12.5916	14.4494	16.8119	18.5476
7	0.989265	1.239043	1.68987	2.16735	2.83311	12.0170	14.0671	16.0128	18.4753	20.2777
8	1.344419	1.646482	2.17973	2.73264	3.48954	13.3616	15.5073	17.5346	20.0902	21.9550
9	1.734926	2.087912	2.70039	3.32511	4.16816	14.6837	16.9190	19.0228	21.6660	23.5893
10	2.15585	2.55821	3.24697	3.94030	4.86518	15.9871	18.3070	20.4831	23.2093	25.1882
11	2.60321	3.05347	3.81575	4.57481	5.57779	17.2750	19.6751	21.9200	24.7250	26.7569
12	3.07382	3.57056	4.40379	5.22603	6.30380	18.5494	21.0261	23.3367	26.2170	28.2995
13	3.56503	4.10691	5.00874	5.89186	7.04150	19.8119	22.3621	24.7356	27.6883	29.8194
14	4.07468	4.66043	5.62872	6.57063	7.78953	21.0642	23.6848	26.1190	29.1413	31.3193
15	4.60094	5.22935	6.26214	7.26094	8.54675	22.3072	24.9958	27.4884	30.5779	32.8013
16	5.14224	5.81221	6.90766	7.96164	9.31223	23.5418	26.2962	28.8454	31.9999	34.2672
17	5.69724	6.40776	7.56418	8.67176	10.0852	24.7690	27.5871	30.1910	33.4087	35.7185
18	6.26481	7.01491	8.23075	9.39046	10.8649	25.9894	28.8693	31.5264	34.8053	37.1564
19	6.84398	7.63273	8.90655	10.1170	11.6509	27.2036	30.1435	32.8523	36.1908	38.5822
20	7.43386	8.26040	9.59083	10.8508	12.4426	28.4120	31.4104	34.1696	37.5662	39.9968
21	8.03366	8.89720	10.28293	11.5913	13.2396	29.6151	32.6705	35.4789	38.9321	41.4010
22	8.64272	9.54249	10.9823	12.3380	14.0415	30.8133	33.9244	36.7807	40.2894	42.7956
23	9.26042	10.19567	11.6885	13.0905	14.8479	32.0069	35.1725	38.0757	41.6384	44.1813
24	9.88623	10.8564	12.4011	13.8484	15.6587	33.1963	36.4151	39.3641	42.9798	45.5585
25	10.5197	11.5240	13.1197	14.6114	16.4734	34.3816	37.6525	40.6465	44.3141	46.9278
26	11.1603	12.1981	13.8439	15.3791	17.2919	35.5631	38.8852	41.9232	45.6417	48.2899
27	11.8076	12.8786	14.5733	16.1513	18.1138	36.7412	40.1133	43.1944	46.9630	49.6449
28	12.4613	13.5648	15.3079	16.9279	18.9392	37.9159	41.3372	44.4607	48.2782	50.9933
29	13.1211	14.2565	16.0471	17.7083	19.7677	39.0875	42.5569	45.7222	49.5879	52.3356
30	13.7867	14.9535	16.7908	18.4926	20.5992	40.2560	43.7729	46.9792	50.8922	53.6720
40	20.7065	22.1643	24.4331	26.5093	29.0505	51.8050	55.7585	59.3417	63.6907	66.7659
50	27.9907	29.7067	32.3574	34.7642	37.6886	63.1671	67.5048	71.4202	76.1539	79.4900
60	35.5346	37.4848	40.4817	43.1879	46.4589	74.3970	79.0819	83.2976	88.3794	91.9517
70	43.2752	45.4418	48.7576	51.7393	55.3290	85.5271	90.5312	95.0231	100.425	104.215
80	51.1720	53.5400	57.1532	60.3915	64.2778	96.5782	101.879	106.629	112.329	116.321
90	59.1963	61.7541	65.6466	69.1260	73.2912	107.565	113.145	118.136	124.116	128.299
100	67.3276	70.0648	74.2219	77.9295	82.3581	118.498	124.342	129.561	135.807	140.169

APPENDIX: 5

Some Knowledge About Anadolu University And The Open Education Faculty In Turkey

THE OPEN EDUCATION FACULTY OF ANADOLU UNIVERSITY (*)

ANADOLU UNIVERSITY

Anadolu University was founded in 1982. The already existing academies of Economic and Commercial Sciences which was founded in 1958, and Engineering and Architecture which was founded in 1970, were reorganized as faculties of Economical and Administrative Sciences, and Engineering and Architecture, respectively, under the new university which is named as Anadolu University.

Presently, Anadolu University has the following faculties:

* Faculty of Economic and Administrative Sciences
  (Eskişehir - Yunus Emre Campus)
* Faculty of Engineering and Architecture
  (Eskişehir - Bademlik Campus)
* Faculty of Economic and Administrative Sciences
  (Kütahya Campus)
* Faculty of Economic and Administrative Sciences
  (Afyon Campus)
* Faculty of Industrial Arts (Eskişehir - Yunus Emre Campus)
* Faculty of Medicine (Eskişehir - Osman Gazi Campus)
* Faculty of Pharmacology (Eskişehir- Yunus Emre Campus)
* The Open Education Faculty (Eskişehir - Yunus Emre Campus)
* Faculty of Educational Sciences
  (Eskişehir - Yunus Emre Campus)
* Faculty of Arts and Sciences (Eskişehir - Yunus Emre Campus).

There are other higher education institutions and polytechnic institutes in the university. The department of Industrial Fine Arts was started in 1985-86 academic year. In addition to these undergraduate

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(*) The Open Education Faculty of Anadolu University is a brouchure which has prepared by Dr. Cengiz TEKİN, Dr. D.Ali ÖZÇELİK, Dr. Uğur DEMİRAY and Dr. Murat BARKAN, Second edition, September 1988, printed by Anadolu University Printing House, Eskişehir-Turkey.

programs, there are four graduate schools for postgraduate studies in the university. In sum, Anadolu University consists of 9 faculties and 5 schools of higher education with approximately 2000 employees, 656 of whom are in the academic staff. The university has more than 250.000 students which makes it the largest university in the country.

THE OPEN EDUCATION FACULTY

Preparation for a distance education started at the university in 1970's. First, face-to-face classroom education programs were started at the university to train qualified personnel for the new attempt in distance education. The Cinema and Television School was the first program of this kind which came into effect as a part of the Eskişehir Academy of Economic and Commercial Sciences in the same year. The name of this school was then changed to Faculty of Communication Sciences.

After the 1982 reorganization, the Open Education Faculty was founded and began to offer two distinct types of higher education programs: The face-to-face, **as a traditional education programs** in (1) Cinema and Television, (2) Printing and Publishing, (3) Communication Arts, and (4) Educational Communication and Planning; and as **the distance education programs** in (1) Economics, (2) Business Administration, (3) Teachers Training, (4) Televised Summer Courses for Lysee Students.

In 1982-83 academic year, the face-to-face, education programs in the Open Education Faculty started with 25 and the programs in distance education with 29.479 students. Untill 1988 sixty of the 280 graduates of the face-to-face education programs were employed at the Educational Television and Radio Production Center (ETV) of the Open Education Faculty as director, assistant director, director of photography, cameraman, education planner, studio director or vision mixing operator.

Two programs on Economics and Business Administration are offered in the distance education section of the Open Education Faculty, as mentioned earlier. Students registered for the programs in economics and in business administration take the same courses (as a base courses) in the first two years. In the third and fourth years, however, they take some common and some different courses which they are deat with its departments.

Beginning in the 1985-86 academic year, the Open Education Faculty started a different program of higher learning for the elementary school teachers who were regular school graduates (graduates of a teacher training school which was six years after the first five or three years after the first eight grades). The program was a two-year higher education program which was roughly equal to junior college education with some additional courses in educational sciences such as curriculum development, measurement and evaluation, psychology of learning, guidance and counseling, special teaching methods, etc.

Beginning in the 1987-88 academic year the Open Education Faculty also began to offer televised summer courses to high school students who did not progress in the regular school year as expected. The purpose of these courses was to supplement their school instruction in the respective subjects and prepare them for the make-up examinations.

WHY THE OPEN EDUCATION FACULTY TOOK PLACE IN ANADOLU UNIVERSITY

The Open Education Faculty is a contemporary higher education institution which carries out some important education administrations in Turkey.

Eskişehir Academy of Economic and Commercial Sciences, which formed the core of Anadolu University, was a rapidly developing institution. With a dynamic team of administrators and a group of efficient and hard-working staff, the academy soon became popular with its use of contemporary technology, scientific research, and efficient work. Academy soon gained the prestige of an education institution which is responsible for its immediate and its far-reaching environments. Consequently, the academy became the center of scientific knowledge and new technologies.The use of modern education technologies to increase the rate of learning and the productivity in education was one of the chief functions performed by the academy.

A closed-circuit television system was made ready for the try-out broadcasts in 1972. A new studio was prepared with advanced television equipments in 1973. The Turkish-German technological agreement was signed for the development of Educational Television and Radio Production Center in 1976. As a result of these developments, educational television was started as an effective medium for group instruction by a highly qualified team of personnel gathered a the academy.

A series of national and international seminars, and publications by the Faculty of Communication Sciences of Eskişehir Academy of Economic and Commercial Sciences laid the academic foundation for open education in Turkey. The faculty supported the new move by a variety of theoretical and empirical studies, which resuted in the completion of a well-formed foundation for the distance education system in terms of academic and technical requirements.

The 5th article of the Higher Education Act, which came into effect in 1981, provides all of the Turkish universities with the opportunity to organize distance education programs in their fields of specializations. Anadolu University was ready to support large scale operations in the area with its well-developed educational television and publication departments as well as its dynamic team of administrators. The university was given the opportunity to carry out country-wide distance education programs in various fields of higher education by the resolution passed in 1982. As a result, the Open Education Faculty became the only source of the country-wide distance education programs in Turkish higher education. Other institutions of higher education could use the opportunity to provide distance education by accepting external students from among those who cannot attend regular classroom instruction.

DISTANCE EDUCATION THROUGHOUT THE WORLD

The distance education throughout the world has a history of more than 100 years . The first application was carried out by the University of London in 1836. But the method gained popularity after the 1970's.

The organizations of distance education programs and their capacities are getting larger every day.

At the moment, many countries like Australia, Canada, China, Costa Rica, England, France, The Netherlands, India, Iran, Japan, Malyseia, Nigeria, Norway, Poland, Spain, Sri Lanca, Thailand and U.S.A. are using this method, especially in higher education.

After a series of observations and much research it has been made clear that the quality of instruction provided in the programs of distance education is equvalent to that in traditional higher education applications.

WHAT ARE THE DIFFERENCES BETWEEN OPEN EDUCATION AND TRADITIONAL FACE-TO-FACE EDUCATION

Differences in age, place and daily activity define the target population in open education. Does this mean a compromise in the quality? Certainly not!

Open education has proved superior to traditional classroom education. One of the superiorities is this: Open education has found an effective solution to the problem of qualified teaching staff shortage, which is a serious obstacle in traditional classroom education. In open education, the best teachers of the country can be called to cooperate, and advanced technologies in mass media can be used to turn that cooperation into a very fruitful enterprise. The second superiority is the lowered cost of education, which gives an undisputable advantage to open education over other systems of education.

In open education, video, television, radio, printed materials, and face-to-face education are used only in needed proportions. A dynamic team of administrators and a highly qualified teaching staff are used to realize such a "miracle".

THE OPEN EDUCATION FACULTY OF ANADOLU UNIVERSITY

Traditional face-to-face education is classroom education. In this well-known system, students and teachers are required to be in the same classroom for learning to take place.

Changes were necessary in the traditional classroom education for three reasons: First, the cost of traditional education was very high, as mentioned earlier, and it was getting still higher every day. Second, the demand for higher learning, was increasing far more rapidly than was the places available in the higher education institutions. Consequently, there were serious obstacles in providing students with higher education opportunities in terms of both the physical set up and facilities and teaching staff. Third, the advancements in science and technology, especially the new developments in mass media, introduced new and more efficient solutions to the problems mentioned.

With the assistance of the new technological developments in mass media, it became possible to teach the students who are distant from the school and from each other. Traditional face-to-face education has become a costly alternative to be used only on special occasions where it is required.

Distance education can be considered a system of education which brings an effective solution to the discrepancy between the demand and supply in education. It consists mainly of the use of communication technology with some face-to-face education whenever it is necessary. This method makes the education of great masses possible.

In distance education, teaching services are extended to homes of the students with the help of advanced education technologies. That is why it is accepted as the most contemporary method of the century. Distance education can be a powerful tool in adult education, too. But, the application in Turkey was started to provide higher education to those who could not, or purposefully did not, attend the regular higher education programs.

WHO PARTICIPATES IN THE TEACHING TEAM OF THE OPEN EDUCATION FACULTY

The teaching staff of the Open Education Faculty consists of the teaching staff of Anadolu University plus those of the other universities in the country serving in similar areas of higher learning. As a result, students of the Open Education Faculty have the opportunity to learn from the best teachers available from the higher education institutions of the country. The Open Education Faculty functions as the most highly qualified higher education center in the programs it offers.

PROGRAMS AND OTHER SERVICES OFFERED BY THE OPEN EDUCATION FACULTY

PROGRAMS AND OTHER SERVICES

There are two programs of distance education in the Open Education Faculty. These are the undergraduate programs in Economics and Business Administration. The teacher training program and other services provided by the faculty will be taken up in the next sections.

HIGHER EDUCATION PROGRAMS IN ECONOMICS AND BUSINESS ADMINISTRATION

The Economics and Business Administration programs offered by the Open Education Faculty currently are four - year undergraduate programs leading to the degree of Bachelor of Arts in the respective fields. The courses offered in the two programs are the same for the first two years, as mentioned earlier. The courses differ only in the third and the fourth years, as will be seen in the lists of courses below. Students of the Open Education Faculty are enrolled in these programs on the basis of their scores in the university entrance examination and their individual preferences.

The courses offered in the two undergraduate programs are as follows:

FIRST YEAR (The same for both Economics and Business Administration):

1. Introduction to business administration
2. Introduction to economics
3. Introduction to accounting
4. Introduction to behavioral sciences
5. Introduction to law
6. General mathematics
7. Foreign language 1 (English)
8. Principles of Atatürk and History of the Turkish Revolution I
9. Turkish I

SECOND YEAR (The same for both Economics and Business Administration)

1. Business administration
2. Economic analysis
3. Accounting applications
4. Public finance
5. Commercial law
6. Statistics
7. Foreign language II (English)
8. Principles of Atatürk and History of the Turkish Revolution II
9. Turkish II

THIRD YEAR (ECONOMICS)

1. Money and banking
2. International economics
3. Government budget
4. Turkish tax laws and legislation
5. Administrative structure of Turkey
6. Labor and social security law
7. Foreign language III (English)
8. Principles of Atatürk and History of the Turkish Revolution III
9. Turkish III

THIRD YEAR (BUSINESS ADMINISTRATION)

1. Business finance
2. Marketing
3. Cost accounting
4. Turkish tax laws and legislation
5. Administrative structure of Turkey
6. Labor and social security law
7. Foreign language III (English)
8. Principles of Atatürk and History of the Turkish Revolution III
9. Turkish III

FOURTH YEAR (ECONOMICS)

1. Economic development
2. Policy of public finance
3. Tax applications
4. Turkish economy
5. Investment and project evaluation
6. Computers and basic programming
7. Foreign language IV (English)
8. Principles of Atatürk and History of the Turkish Revolution IV
9. Turkish IV

FOURTH YEAR (BUSINESS ADMINISTRATION)

1. Organizational behavior
2. Advertising and sales management
3. Auditing and financial analysis
4. Turkish economy

5. Investment and project evaluation
6. Computers and Basic programming
7. Foreign language IV (English)
8. Principles of Atatürk and History of the Turkish Revolution IV
9. Turkish IV

The number of students enrolled in open education programs in Economics and Business Administration were as follows:

Academic Year	Total No Enrolm.	Graduates:
1982-83	29.479	- - -
1983-84	40.617	- - -
1984-85	65.656	- - -
1985-86	97.313	4.658
1986-87	106.860	6.114
1987-88	133.160	5.662
1988-89	256.948	5.438

THE TEACHER TRAINING PROGRAM

Elementary school teachers used to be trained in the regular schools until 1973. A law passed that year requiring two years higher education to teaching at the elementary schools regular. As a result of this change, both regular school and two-year teacher training college graduates were working as elementary school teachers.

The government later, decided that additional training was necessary for the regular school graduates. The National Ministry of Education Youth and Sports asked the help of the Open Education Faculty to carry out the additional training.

The teacher training program for upgrading the training of normal school graduates went into effect in the 1985-86 academic year. The numbers of elementary school teachers participating in the project were as follows:

Academic Year	Total Enrolm.	Graduates
1985-86	46.774	- - -
1986-87	130.000	36.802
1987-88	93.198	83.140

WEST EUROPE PROJECT

The West Europe Project (WEP) of the Open Education Faculty started in the 1987-88 academic year, after six years of experience in the home country. The aim of the project was to meet the needs of the Turkish citizens working and/or living in the countries of West Europe.

The instructional materials prepared at the Open Education Faculty were sent to the Open Education Student Information Bureau in Cologne, from where they distributed to more than 3.000 students in programs of economics and business administration. These materials were the same as those used in the home country. The only exception was that the television programs were distributed to students as video cassettes.

The examinations for the Western Europe Project were carried out in the following in six centers and ten cities. These are: **West Germany** Cologne (Bureau); Frankfurt, Hamburg, Berlin, Munich; **Switzerland,** Bern; **Belgium**, Brussels; **The Netherlands**, The Hague; **France**,Paris; **Austria**, Vienna.

HOW DOES THE SYSTEM RUN IN THE OPEN EDUCATION FACULTY

TELEVISION AND RADIO PROGRAMS

The instructional materials used by the Open Education Faculty consist of printed materials sent out to the students, television and radio programs broadcast by the Turkish Radio and Television, and video cassettes through the video education centers. These materials are supplemented by the services provided at the local face-to-face teaching centers, video education centers, faculty bureaus, and the newspaper "Anadolu".

All of the instructional materials are prepared and services are provided by experts in the respective fields.

Open education is not totally dependent on the television broadcasts. However, television programs have a very important place among the means used. At least one program is televised for each course, each year. These programs are sequenced to match the progression in the teextbooks. In addition to the television programs, radio programs are used for the foreign language courses.

WHY TELEVISION IS SO IMPORTANT

In televised teaching, visual and auditory signals are used simultaneously to transmit information. That is why television is a most effective instrument instruction process.

Research findings indicate that, with the help of television, students' learning of new concepts is improved about 30%, their attention about 35%, and their perseverence about 50%.

In traditional education, teacher's lectures are the primary means in transmitting new information. Lectures however, are not capable of carrying a definite image. The use of television offers the potential of showing directly the information to be transmitted.

Furthermore, the chance to repeat what is to be learned is not limited as it is in traditional education.

PREPARATION OF A TELEVISION PROGRAM

In preparing a television program, the first step is identification of the main points to be transmitted. These are the basic concepts, rules, relations, applications, and methods to be taught in the program. The second step is the clarification of these with the teachers.

The directors and the teachers are gathered for script writing, set designing and rehearsing the program to be prepared. Then, studies are made on lighting, decoration, graphic materials, sound, locations, and the studio.

11A television program is the product of team work. A number of experts as well as special service departments take part in such a team.

Educational Television and Radio Production Center (ETV) of the Open Education Faculty produces approximately 300 television programs and revise the same amount as well in each academic year.

PRINTED TEACHING MATERIALS

The textbooks of the Open Education Faculty are prepared in accordance with the principles of distance education to make self study of material easier.

The textbooks consist of learning units. Each unit represents a weekly assignment for the student. The units start with an outline of what is to be learned and suggestions for the learner. Within the text, important concepts, rules relations, applications and methods and are presented in a manner that they gain the attention of the reader. The new concepts introduced in the unit are reiterated at the end, and suggestions are made for further reading. The unit ends with a test. All of these instructional measures are aimed at providing the reader with the best opportunities possible to gain of control of his or her learning. In this system, it is very important for the student to take full responsibility for his or her own learning.

VIDEO EDUCATION CENTERS

Presently, video education services are provided to students of the Open Education Faculty in five bureaus only. Pilot studies are currently being done with the foreign language (English) programs.

The procedure in video education is as follows:

The system build on understanding define as video based teacher tution. And the sessions are based on showing video lesson units. For each unit, a pretest is first administered to check the level of prior learning. The program is presented using the video cassette. A post test is administered afterwards to assess the level of learning. In addition, a summative test covering the whole course is administered at the beginning as a diagnostic instrument, and the same test is repeated at the end of the course as an achievement test. This service is expected to approximate a mastery learning strategy in foreign language learning.

The results obtained from the pilot studies with more than 2000 students indicate that the percent correct on the final test can be raised 45 to 60 points more by using the services provided in the video education centers.

THE NEWSPAPER "ANADOLU"

The function of the newspaper Anadolu is to provide a communication network between the faculty and its students all over the country. The newspaper Anadolu is distributed to all students through the mail.

The newspaper Anadolu deals with:

- Subjects or incidents of the university and the faculty.
- Subjects which are related to the student - faculty relations and/or

the instructional services provided by the faculty.

- Relationships of the faculty with its environment.
- Academic problems of the students.
- Problems faced by the students in their interactions with their environments.

The students and teachers of the Department of Printing and Publishing take for the preparation newspaper responsibility.

THE OPEN EDUCATION FACULTY BUREAUS IN TURKEY AND WEST EUROPE

The Open Education Faculty Bureaus are organized to meet the demand for student services. They also play a very important role as a channel of communication between the distant students and the faculty. The bureaus of the faculty, at present, are the following:

Central Bureau : Eskişehir

Service Bureaus : Adana, Ankara, Antalya, Bursa, Denizli, Diyarbakır, Elazığ, Erzurum, Eskişehir, Gaziantep, İstanbul (One in the Anatolian, the other one in the European part), İzmir, Kayseri, Konya, Malat-ya, Samsun, Sivas, Trabzon, Van Zonguldak, Lefkoşa (Turkish Republic of Northern Cyprus), Cologne (The WEP Student Information Bureau, West Germany)

ACADEMIC ADVISING IN LOCAL TEACHING CENTERS

The local teaching centers are intended primarily to meet the need for face-to-face instruction. Academic advisors chosen from the staff members of the local universities provide supplementary face-to-face teaching and academic advising, as necessary.

There is at least one academic advisor for the courses in each local teaching center.

At the beginning of each academic year, a guide is sent out to inform the students of the times and places of the local teaching services. The newspaper Anadolu is used to inform students of any changes in the schedules. In addition, a student guide is issued each year to help the students in making use of the local teaching services.

The Academic Advising centers of the Open Education Faculty are the following:Name of the university Location - City; **Anadolu University -** Eskişehir, Afyon, Kütahya, Lefkoşa, **Akdeniz University -**

Antalya, **Ankara University** - Ankara, **Atatürk University** - Erzurum, **Cumhuriyet University** - Sivas, **Çukurova University** - Adana, **Dicle University** - Diyarbakır, **Dokuz Eylül University** - İzmir, **Erciyes University** - Kayseri, **Fırat University** - Elazığ, **Gazi University** - Ankara, **Hacettepe University** - Ankara, Zonguldak **İstanbul University** - İstanbul, **İstanbul Technical University** - İstanbul, **Karadeniz University** - Trabzon , **Marmara University** - İstanbul, **Ondokuz Mayıs University** - Samsun, **Selçuk University** - Konya, **Uludağ University** - Bursa, Balıkesir.

EXAMINATIONS

The examinations made by the Open Education Faculty and (OSYM) are all summative type. They are aimed at measuring the levels of learning at the middle and at the end of the courses. A make-up examination is also made for each course.

A short test is provided in the textbooks. The students are expected to take these tests at and try the relevant section of the text again for any wrong answers. Those who cannot correct themselves are expected to consult with the academic advisors at the local teaching centers.

THE MID-TERM AND FINAL EXAMINATIONS

At the end of the first half of the units in each course, a mid-term examination is made, covering the basic learnings expected to take place in all of those units. A multiple-choice test of approximately 40 items is used for this purpose. The answer sheets are read and scored using optical mark readers, and the scores are transferred to students' permanent records. The mid-term score is assigned a weight of 30% in determining the final level of achievement.

At the end each course final exemination made, covering all the units and emphesizing secondhalfofthe course. Again, a multiple-choice test of approximately 40 items is used for this purpose. The answer sheets are read and scored in the same way. The final score is assigned a weight of 70% in determining the final level of achievement.

A make-up examination is given to students failing to achieve at a prespecified level. The make-up examination for a course is similar in content to that of the final, and it is used in the same manner.

All examinations are carried out in cooperation with the Student Selection and Placement Center (ÖSYM) in the provincial capitals where Open Education Faculty bureaus are located.

ABOUT THE GRADUATES

The evidence accumulated so far indicates that the distance education programs offered by the Open Education Faculty represent a major break through for the students with the following qualifications:

- Living especially in the rural areas of the educationally deprived regions of the country.
- Unmarried or married and have children.
- Living either in comfortable houses with many appliences or living in the ghettoes where almost none of them exists.
- Either working on a fulltime basis or not working at all.
- Living in the families in the lowest income bracket and suffering the shortage of the modern communication devices such as radio, television, etc.

The evidence indicates that the students in the distance education programs are those who have to try hard to achieve; and, interestingly enough, they do so, in general. This reminds the assertion that, "In distance education, the ones who succeed are those who really need it!"

It is worth noting that approximately one-third of the students in distance education programs are engaged in fulltime work. The more interesting side of it is that these students are also successful in their school work. It must be an extremely valuable experience for them to carry out the two sets of responsibilities simultaneously and with good results!

The Open Education Faculty gets its motivation from the belief that, "If both the school and the students do their best there will be nothing to prevent their success!" And it seems that it does rightly so.

APPENDIX: 6

A Text for Reading. Some General Characteristics of The Open Education Faculty Students As Senior Students In 1985-86 Educational Year

A TEXT FOR READING

SOME INFORMATION ON THE CHARACTERISTICS OF THE OPEN EDUCATION FACULTY STUDENTS, AS A SENIOR STUDENTS IN 1985-86 EDUCATIONAL YEAR

This part of the study presents an extract from another research carried out on the Open Education Faculty Students who registered to the faculty's Economics and Business Administration Programs in 1982-83 and became senior students in 1985-86 without failure.

This study, titled "Evaluation of Leisure Time Activities and Expectations of Students From Faculty of Open Education At The Anadolu University" has been completed in September, 1986 by Uğur Demiray and has been awarded a PhD by the Anadolu University, Social Sciences Institute.

This study also includes some characteristics of the Open Education Faculty Senior Students. The present study which has been carried out on the **First Graduates of the Open Education Faculty,** which is the same group as in the other research, sometimes refers to the previous one. Therefore, it is believed that this extract will be a helpful reference for the reader.

Open Education Faculty senior students, which makes the control group of this study, were given a questionnaire. The first twenty three questions of this questionnaire include the information on the personal, social and economic characteristics of the students. Questions 1 and 8 are directed to the student himself, 9 and 23 to his social and economic situation and 24, 25 and 26 to his use of time. In this part the information obtained from the above stated questions will be dealt with.

SOME CHARACTERISTICS OF THE OPEN EDUCATION FACULTY IN 1985-86 EDUCATIONAL YEAR AS A SENIOR STUDENTS

Introduction

This study deals with the information on the social and socio-economic conditions of the Open Education Faculty senior students' in 1985-86 Education year.

There were 9949 senior students in the Open Education Faculty "Economic" and "Business Administration" programs in 1985-86 term. All the senior students were given the questionnaires. 8771 students mailed the questionnaires back. 389 out of 8771 questionnaires were not included in the research since they were not answered accordingly. This 8382 questionnaires were used in the research (The returning rate of the questionnaire is 84%). In this respect, the group which the study is based on has been accepted as the control group. The term "control group" includes all the **Open Education Faculty 1985-86 senior students.**

Information Related with the Students

The questions directed to the student themselves include their departments, the regions where their student offices, their sex, age and marital status, the quality of the places they live in, whether they work out and what their financial resources are.

60% (5064 students) of the students in the control group attend the "Economics" program and 40% (3314 students) attends the "Business Administration" program. As stated previously 1178 students did not mail their questionnaires back and 389 students' questionnaires were not included in the study since they were not answered accordingly.

The students attending the Open Education Faculty programs are connected to the nearest Open Education Faculty student-offices where they live. The distribution of the senior students according to the student offices they are conneted is as follows: 45% (3776 students) is connected to the offices in the Marmara and the Aegean, 30% (2528 students) in Central Anatolia, 10% (848 students) in the Mediterranean, 9% (754 students) the Black Sea and 6% (464 students) in the Eastern and South Eastern Anatolia Such a distribution is expected in that most of the students in the control group are not working, the population density is own in the Eastern parts where as it is high in the western parts and that big cities take place in the western parts.

Out of the control group students 29% (2432 persons) is female and 71% (5941 persons) male.

Another topic which has been anaysed is whether the age groups of the Open Education Faculty students would be different from those of the other university students since the Open Education Faculty has been using distance education method. It is seen in the answers to the questions related with age that 85% (7086 students) of the students are 25 or under 25 years old. This is an expected result beacuse in our country students of 18, generally start higher education and at the age of 21 or 22 they graduate. 15% of the control group belongs to the other age groups. The distribution of this 15% group is as such: 13% of the control group is between 26-30 and 0.27% is over 40. In 1982-83 term the Open Education Faculty administration applied these students (the control group) a questionnaire and the question "How many times did you take the university entrance examination" was asked. 27% (6202 persons) of the answers indicated that it was the first, 37% (8507 persons) the second, 24% (5613 persons) the third and 10% (2474 persons) the fourth or more. It is seen that four years ago the 73% of the students who registered to the Open Education Faculty is over 18 whereas the university candidates are generally 18 years old in Turkey. This result related with the number of the university entrance exam shows that some of the Open Education Faculty students did not pass the university exam and quitted their education for a few years. This shows us another fact that the Open Education Faculty students are older than the other university students. Yet this can not be the only reason for this difference.

The age groups of the university students have been dealt with in a research, titled "Leisure Time Activities of the Higher Education Students... (Gökmen and e.t. al, 1985). In this study the information obtained from the 9594 answers to the question related with age is as such: 71% of the students is in the 18-21 age group, 11% is 24 or above. This indicates that the Open Education Faculty Students are a little bit older than the other university students.

In our questionnaire 1985-86 senior student the question of marital status has been answered by the students such as: 87% of the students is single, 13% is married. The group of single students is consisted of the following: 78% (6544 persons) is never married or engaged, 9% (722 persons) is engaged and less than 1% is divorced or widow/ widower 5% (431 persons) is married without children and 8% (641 persons) is married and have children.

In the research mentioned above (Gökmen and et al, 1985, p:38) it is seen that the rate of married students is very low because of such reasons as compulsary attendance, economic difficulties and the difficueties of marriage without having a job. This rate can be considered important in terms of the Open Education Faculty students where there is no problem of attendance and in terms of the married students the rate of which is 13%. This bring another difference for the Open Education Faculty students as well as in terms of age group.

The questionnaire includes the question "Do you work?" in order to determine the students" economic conditions. From the answers to this question, it is seen that 40% (3360 persons) of the Open Education Faculty Senior Students do not work at any job. 59% (4968 persons) of the control group does his own work without payment or with payment or work for somebody with payment. 46 students did not answer this question.

In the research done by Gökmen and et al, the question "Do you have a work to earn your living?" has been asked. 73% of the students who answered this question has stated that they do not work and 27% has stated that they work when the school is over or during a major part of the year (Gökmen and et al, 1985, p:42). In another research it has been discovered that 53% of the students do not work at any job and the rest of the students work during the holidays or part-time. (Ekşi, 1982, p:159). From the data obtained through these two researches mentioned it is seen that most of the university students do not work because the attendance is compulsory. Whereas our study indicates that 59% of the Open Education Faculty students work and as it will be mentoned later - most of them work full-time. Consequently, it is dear that a greater majority of the Open Education Faculty students has started to work to earn a living.

The questionnaire also includes the question "What are your financial resource?". Those who answer this question as "from my family" consist of 35% (29861 persons) of the control group. The rate of those who rate that they cover all their expenses on their own is 30% (2498 persons). Those who state that then financial resources are their family and scholarships consist 12% of the control group whereas the rate of the students who rate that they cover their expenses with their income and also with the help of their family is 22% (1806 persons). The rate of the students who state that they have money different financial resources is 1,5% (121 persons), 16 students did not answer this question.

In the researches carried out on the university students (Abadan, 1961, p:104; Ekşi, 1982, p:159; Gökmen and et al, 1985, p:42) it has been observed that a great majority of the university students do not work and that most of the working students work during the summer time in holidays short terms or part-time. This means that the number of students who cover their expenses by themselves is not many. Therefore most of these students would have to be supported by their families or their relatives. In this respect it can be said that most of the Open Education Faculty students cover their expenses on their own. This is not an unexpected situation in terms of the number of the students, which is more than that of the other university students.

One of the different aspects of the Open Education Faculty is that it employs the distance education system and in this way it carries out the educational services into the places where they live or work. A university student has to live where his faculty is. The Open Education Faculty students were asked in the questionnaire about the kind of places they live in. This has been done in order to find out in what kind of places the Open Education Faculty Students live most. The answers to the question "What kind of a place do you live in?" 33% of the students live in metropolis, 28% in city-centers, 24% in towns and 10% in villages. Under the light of the above data it can be said that 1/3 of the Open Education Faculty students live in such places as towns and villages there are not many cultural activities and where the traditional structure is more dominant and technology is less dense.

The findings of the researches carried out on the university students by Abadan (1961); Ekşi (1982); Gökmen and et al (1985) and Ünver and et al (1986) indicate that these students come from provinces and big city centers. This shows that the university students have an opportunity to live in social communication cricumstances. However, the Open Education Faculty students come from smaller places and they have to stay in the same circumstanes to contince their education.

Under the light of the information that has been mentioned so far the results obtained can be summarised as follows: 15% the Open Education Faculty students are above 25 years old, 59% work at any job, 13% are married, 35% area financially supported say their families, approximately 30% live in places like towns and villages, 29% are females, 71% are males and 60% attend "Economics" program, 40% "Business Administration" program and 45% of these students live in Marmara and Aegean Regions, 30% in Central Anatolia, 10% in the Mediterranean, 9% in the Black Sea and 6% in the Souht Eastern and Eastern Anatolia.

Information Related With Socio-Economic Conditions

The questions 9-23 in the questionnaire have been designed to obtain necessary information on the students' socio-economic conditions. This part deals with the information on the students' socio-economic conditions obtained from the answers to these questions.

The students were asked the question "Do you live with your father and mother?" The rate of the students who answered positive is 84% (7052 persons) and that of those who answered negative is 15% (130 persons). 30 students did not answer this question. It is natural that the mass of the students lives with their parents because they do not have to go to another city to attend the university with the help of distance education system. 15% of the students do not live with their parents because they are not alive or the students are married or they work somewhere away from their families. The Open Education Faculty students do not have the opportunity of staying at the State Dormitories. This is important because dormitories supply the students a social communication circumstances and the students living in dormitories have the change of living in big cities. Therefore it is not possible to compare the following result ".... approximately 1/3 of the students live with their family, 1/3 live in rented flats or houses and 1/3 live in dormitories" (Gökmen and et al, 1985, p:43) with that of Open Education Faculty students.

One of the most important factors in education is the student's family circle. The number of family members can be important in terms of family relationships. Therefore the question of "How many persons do you live with in the same house?" has been added to the questionnaire. A great part of the Open Education Faculty students stated that the number of family members is 4-5. The distribution of the answers to this question is as follows: 3% (227 persons) of the students live alone, 6% (516 persons) state that they share the house with another person, 31% (2601 persons) with 2-3 persons, 39% (3247 persons) with 4-5 persons, 21% (1762 persons) with 6 or more persons. 29 students didn't answer this question.

The same group of students were asked in 1982-83 term- when registering to the Open Education Faculty - the question of "How many persons do you have in your family?". The distribution of the 22.821 answers to this question is as follows: 2% (445 persons) of these students state that there are two persons at home, 4% (1819 persons) three, 19,5% (54450 persons) four, 25% (5683 persons) five and 46% (10424 persons) six or more persons. This data shows that the mass of students registered to the Open Education Faculty four years ago has the same family structure with the group of senior students today. The families of 60% of the Open Education Faculty students have five or more members. This finding shows that this rate is almost the same as the Turkey's average (DIE, 1980, p:13). In this respect it is not possible to compare the university students in Turkey with the Open Education Faculty students. However, it can be expected that the latter group has some differences in terms of their families.

The educational background of the persons whom the students are in close contact with is also a very crucial factor in the students' adaptation to the society and in his training. In the researches carried on the social status of the students, the parents' educational background, the members of the family, the number of sisters or brothers, the place where the students live have been important variations together with the students' economic situations (Gündüz, 1980, p:59). Therefore, two questions on the educational background of the mothers and fathers have been added to the questionnaire. The distribution of the answers to both questions is as follows: 28% (23589 persons) of these students have illiterate mothers, 58% (4842 persons) have literate or primary school graduate - mothers, 7% (549 persons) have secondary - school graduate mothers, 6% (505 persons) have high-school graduate mothers, 1% (86 persons) have university graduate mothers. 42 students did not answer this question.

As for the fathers' educational background, 5% (452 persons) have illiterate, 60% (5037 persons) have literate or primary school graduate, 10% (873 persons) have secondary school graduate, 15% (860 persons) have highschool graduates, 8% (671 persons) have university graduate. 89 students did not answer this question.

The findings on the university students obtained through the studies by Gökmen and et al and those on the Open Education Faculty students show similarities in terms of the rates of the highschool and university graduate parents. This information has been presented comparetivaly in Table 1.

TABLE: 1

The Education Level of The University Students' Parents (%)

EDUCATION LEVELS OF MOTHERS'				EDUCATION LEVELS OF FATHERS'		
LEVEL OF EDUCATION	EKŞİ 1982	GÖKMEN et al, 1985	DEMİRAY 1987	EKŞİ 1982	GÖKMEN et al,1985	DEMİRAY 1987
ILLITERATE	0.33	0.27	0.28	0.07	0.07	0.05
LITERATE and PRIMARY SCHOOL GRADUATE	0.44	0.50	0.57	0.46	0.48	0.60
SECONDARY SCHOOL GRADUATE	0.10	0.07	0.06	0.13	0.10	0.10
HIGHSCHOOL GRADUATE	0.09	0.11	0.06	0.17	0.16	0.15
UNIVERSITY GRADUATE	0.03	0.05	0.01	0.13	0.19	0.08

Ref: (Demiray, 1987, p:32)

The answers obtained from the questionnaire given to the senior students four years ago are as follows:28% have illiterate mothers and 5%illiterate fathers.60% have primary school graduate mother. 63% primary school graduate fathers and 6% have secondary school graduate mothers and 10% fathers, 1% have universty graduate mothers, and 8% fathers. This indicates that the students who registered to the Open Education Faculty four years ago and the senior students today are almost the same in terms of their parents' educational background. Another research compares the students who registered in 1982-83 term to The Open Education Faculty programs "Economic" and "Business Administration" with the students who registered to the EITIA (Eskişehir ECSA) Economics and Administration programs (The students were given seats by the University Placement Center to the

Eskişehir Economic and Commercial Sciences Academy (Eskişehir ECSA) in 1982-83, and in November, 6, 1982 Eskişehir Academy in as attacked to Anadolu University). In term of the educational background of the parents. And it is seen that the Open Education Faculty students have parents whose educational levels rather low whereas other universty students have parents whose educational level is high. The number of the Open Education Faculty students whose parents are not literate is very high. (Gündüz, 1985, p:60)

The data mentioned above can briefly be summarized as such: It has been observed that there is a difference in terms of parents' educational background for both the Open Education Faculty students and the other university students. The number of students who have high-school graduates among the universty students is more than those of the Open Education Faculty students. The educational background of the Open Education Faculty students is rather low.

An important point here is that the Open Education Faculty Students' fathers have a higher degree of education than their mothers (Table 1).

The occupation of parents can also be important factor for a higher education students. Therefore the question of the parents' occupation has been added to the questionnaire. From the answers it has been observed that 93% (763 persons) of the Open Education Faculty students have not-working mothers. 6,5% of the mothers have such occupations as follows: l% (111 persons) are seasonal workers or unemployed , 5% (378 persons) are workers, officials or retired, 0.6%(57 persons) are doing their own work,shareholder employer or business woman. On the other hand the fathers of 12% (1018 persons) of the students are unemployed or seasonal workers, 54% (4494 persons) are workers, officials and retired, 17% (l426 persons) are tradesman, 3% (279 persons) are doing their own work (such as doctors, lawyer, engineers, etc,) 10% (812 persons) are employers or farmers. 353 students did answer this question.

Another research done in 1975 indicates that approximately 90% of the university students have mothers who are not working (housewives) and 50% have fathers who are workers, officials and retired (Ekşi, 1982, p:160).

The monthly income of the Open Education Faculty students' families has also been asked in the questionnaire. The distribution of the answers to this question is as such: Those whose monthly income is less than 30.000 TL consist of 8% (700 persons) of the control group, those whose income is between 30.000 - 60.000 TL consist of 35% (3239 persons) of the control group, those whose income is between 60.000 - 120.000 TL make up 38% (3205 persons), those whose income is between 120.000 - 230.000 TL make up 14% (1145 persons) and those whose income is more than 230.000 TL consist of 4% (355 persons) of the group. 61 students did not answer this question.

It is rather difficult to make comparisons in terms of the distributions of students' income shown in the other studies because Turkey has had financial fluctuations in the recent years. However, the study carried out by Gündüz in 1982 has indicated that the question of monthly income asked to the students who registered to EITIA (Eskişehir EECSA) in 1982 and those who registered to the Open Education Faculty programs is in the same income categories. Table 2 shows the findings of the research mentioned above.

TABLE: 2

MONTHLY INCOME LEVEL	OPEN EDUCATION FACULTY (1982)		ESKİŞEHİR ITI ACADEMY (1962)	
	Number	Percentage	Number	Percentage
Under 10.000 TL.	3441	0,14	77	0,10
10.000 - 24.999 TL.	14340	0,59	472	0,59
25.000 - 49.999 TL.	5533	0,23	203	0,25
50.000 - 74.999 TL.	929	0,03	39	0,05
Above 75.000 TL.	322	0,01	14	0,01
TOTAL	24565	100	805	100

Reference: (Gündüz, 1985, p: 62), $X^2_{(4)}=16.99; p<0.01$

In order to find out whether there is a difference in term of the monthly income of the university students and the Eskişehir Academy (later the Open Education Faculty) students khi square test has been applied to the frequencies. The result shows that there is a difference between the two groups in terms of monthly income. ($X^2_{(4)}$=16.99, $p<0.01$). The lowest income category rather includes the Open Education Faculty students (Gündüz: 1985, p:62).

The questionnaire includes another question on the family's monthly income in terms of the number of the members earning a living? The distribution of the answers to this question is as follows: 46% (3825 persons) state that there is one persons earning a living, 39% (3239 persons) two, 12% (1017 persons) 3,2% (191 persons) 4 and 1% (66 persons) 5 or more. 44 students did not answers this question. As it is seen in almost half of the families one family member earns their living. In this respect, there is a parallelism between almost half of the students having income less than 60.000 TL

The question of "How many rooms -expect kitchen and bathroom- do you have in your house?" was asked in the questionnaire. The distribution of the answers to this question is as follows: 3% (219 persons) have stated that they have one room, 19% (1616 persons) two rooms, 54% (4990 persons) three rooms, 19% (1600 persons) four rooms, 6% (462 persons) five or more. 21 students did not answer this question.

The Open Education Faculty students have been asked the question of whether they have a study of their own. The distribution of the answers to this question is as follows: 51% (4312 persons) have stated that they have a study of their own, 48% (4038 persons) have stated that they do not 32 students did not answers this question. The students were asked the same question four years ago and from the 22708 answer it was observed that 50% (11283 persons) of the students did not have a room of their own. Therefore, there is not an important difference in terms of the students' having a study of their own-four years ago and today.

The questionnaire includes such questions as whether the control group has the mass-media at home and the other facilities determining their social status. One of these question is: "Do you have a tape recorder or a radio you can use at home?". The distribution of the answers to this question are as follows: 6% (543 persons) have no radio or tape recorder 23% (1893 persons) have radio only and 3% (228 persons) have only tape recorders. The rate of those who have both radio and tape recorders is 67% (5618 persons). 64 students did not answer this question.

As for TV and video; 10% (795 persons) have none of them, 44% (9733 persons) have only B/W TV, 36% (3048 persons) have color TV. Thus approximately 80% (6781 persons) have TV at home (when both B/W and color TV are considered together). 9% of the students have both TV and VCR. 19 students did not answer this question.

The other facilities asked to the questions are such ones as videos, cars, telephones and owning a flat/house. These facilities can be thought as the determiners of social status. The distribution of the answers shows that 30% of the students have none of such facilities, 30% have only one of them and 40% have two or three of those facilities. When this group has been analysed in detail, it is seen that 23% (1959 persons) have two of these facilities, 11% (936 persons) three, 4% (373 persons) four of them. 29 students did not answer this question.

The rate of the Open Education Faculty students who live with their families is about 85%. Although the Open Education Faculty students have a higher range of average age than the other university students, a greater part of them live with their families. Because they carry on their education through the distance education method. Therefore, they do not have to more to the cities where the higher education institutions are. In this respect the family's attitude towards the students gains importance. Therefore, the students have been asked such questions as who is dominant in the important decisions taken and how much tolerance the family elders and parents show the students.

The distribution of the answers to the question of "Who usually takes important decisions in your family?" is as such: 51% (4247 persons) have stated that they take important decisions "together with all family members". In other words it can be said that half of the Open Education Faculty students takes part in the important decisions. 1238 students who state that the important decisions are taken by their father only consist of the 15% of the control group. Those who state that their mother are dominant in decision making. In other words 1/5 of the Open Education Faculty students' parents take part in decision making together. 12% (1007 persons) of the students state that the elders in their family together with their parents take part in decision-making. 19 students did not answer this question.

The answers to the question of tolerance is as follows: 1% (104) student state that they show "no tolerance", 7% (547) students "too little", 26% (2182) students "too much", 49% state that sometimes "positive", sometimes "negative", 17% (1338) students state that there is "no interference". 87 students did not answer this question .

When the answers "too much tolerance"' and "no interference" are considered together, it is seen that 43% (3570) students of the control group have democratic families. When the 48% answers "sometimes positive, sometimes negative in terms of tolerance" are added, it is seen that 99% of the Open Education Faculty students have democratic-toan extent - families.

The study done by Ekşi has show that approximately 25% of the students take part in decision making with the family members. The rate of taking part in decision-making increases from 25% to 60% when the question is concerved with the alternatives "to discuss the topic in the family" and "In my family men and women discuss the problem equally but what the men say is done primarily". In this respect, it can be said that 1/4 of the families have a democratic atmosphere which the problems are discussed and the decisions are equally taken. (Ekşi: 1982, p:169).

Another research on how the students regard their families in terms of "independence", "responsibility" and "decision-making on their own" was carried out on 4518 students who registered to İstanbul University in 1977-1978 educational year by Ekşi. In this study published in Ekşi's "Our Youth And Their Problems" the students have been asked to state the characteristics whether their parents give importance or not. The answers to the questions including the characteristics (or chosies) as a) independence, b) having responsibilites, c) decision-making on their own have shown that the parents of 56% of the students give importance on their students' being independent, 82% on having responsibilities, 68% on giving decisions by themselves (Ekşi: 1982, p:195).

It has been observed that the same results have been obtained in the research titled "The Leisure Activities of The University (Higher Education) Students and the Levels of Realizing Themselves". In this research the question of "How is your family's general attitude to you?" has been asked the students. The distribution of the answers to this question is as such: 51% of the students have stated that their family's attitude is "democratic", 33% "helpful", 7% "authoritative" and 4% "indifferent". The rate of the students who have selected "others" choice is 5%. (Gökmen and et al: 1985, p:40)

In the light of the above data it can be said that the students who state the idea that their families are democratic have appropriate family circles. In this respect there seems to be no difference between male and female students. However, when the answers in terms of the "degree of tolerance" their families show the number of male students who are more tolerated is higher than that of female students.

The characteristics of the students in this research can be summarized as follows: Most of these students work out they are older than the other university students and are married at a higher degree than the university students. Their financial status is not very high and almost half of them live in towns, counties and villages. Most of the students live with their families and almost half of them live with five or more members of their families. The rate of their parents' educational background is a little lower (especialy the rate of the university graduates is very little). The Open Education Faculty students' mother have lower educational level than that of the fathers'. In terms of parents' occupational status, most of the mothers are housewives, most of the fathers are workers, officials or retired. When this is compared with those of the other university students it is seen that there is not a great difference. In the families of most students one person supports the family, in half of them two or more persons support the family financially. 72% of the students' families have a monthly income of between 30.000 TL. and 120.000 TL. For most of the students their houses are sufficient in terms of the number of rooms. Half of the students have a study room of their own. In terms of the facilities and the mass-media used it can be said that the students have enough of them. These students regard their families a bit more democratic than those of the other university students. The same is valid for them in terms of their communication and interactions with their families.

Use of Time

In order to determine the students time usage, the questions on the weekly hours of work, the daily hours of study and the hours for leisure time a day have been asked. The questions are about these topics.

The question "If you work out how many hours a week do you work?" has been answered by 41% (3416) students as "I do not work at any job", 4: (315) students "under 20 hours" and 16% (1335) "20-40 hours", 24% (1991) students "41-50 hours" and 13% (1130) "more than 50 hours". 195 students did not answer this question.

As observed in the answers 41% of the student do not work at any job and 53% work for more than 20 hours a week. This shows that 37% of the students in the control group work full-time.

The question "Can you study regularly, if so how many hours a day do you study?" have been answered in the following way: 48% (4013) students state "I cannot study regularly", 6% (500) "less than an hours", 30% (2505) students "1-2 hours", 13% (1112) "3-4 hours", 3% (210) "5 hours or more". 42 students did not answer this question. From the answers it is observed that approximately half of the students do not study regularly, 43% study for 1-4 hours, 16% for 3 hours or more.

The last question on the students' use of time is this: "How many hours a day on average do you spare for leisuer time activities?". The distribution of the answers to this question is as follows: 22% (1872) of the students state that they have no leisure hours, 34% (2862) for "1-2 hours", 28% (2382) for "3-4 hours", 11% (931) for "5-6 hours" and 4% (314) for "7 hours or more". 21 students did not answer this question. This distribution shows that for half of the students the leisure hours are 1-4 hours and for 15% of them it is more than five hours.

In this respect, it can be said that as the number of working hours increase, the number of study hours decrease. This is because the hours for sleeping and the other daily needs will not change. In order to determine whether such a situation exists the answers to both questions have been analysed together. The answers to the question "If you work out how many hours do you have to be at work?" (i, e the answers those students who do not work, who work for 20-40 hours a week (part-time) and those who work for 41 hours (full-time) give have been considered together with the answers given to the question "Can you work regularly, if so how many hours do you spend studying?" (i, e not regularly and less than 1 hour, 1-2 hours a day, 3 hours and more) and the situation is presented in Table 3.

TABLE: 3

The Period Of Working Hours and Time For Study

Question 25 / Question 24			TIME FOR STUDY			
			Not Regular and Less Than 1 Hour	1-2 HOURS A DAY	MORE THAN 3 HOURS	TOTAL
TIME OF WORK OUT	NOT WORKING AT ANY JOB.	No	1502	1245	969	3716
		Line%	40.4	33.5	26.1	45.5
		Column%	33.9	50.8	75.8	
		Total%	18.4	15.3	11.9	
	20-40 HOURS (PART-TIME)	No	777	429	124	1330
		Line%	58.4	32.3	9.3	16.3
		Column%	17.5	17.5	9.7	
		Total%	9.5	5.3	1.5	
	MORE THAN 41 HOURS (FULL-TIME)	No	2150	777	186	3113
		Line%	69.1	25.0	6.0	38.2
		Column%	48.5	31.7	14.5	
		Total%	26.4	9.5	2.3	
	TOTAL	Number	4429	2451	1279	8159*
		%	54.3	30.0	15.7	100.0

223 Student are out of this analysis.

$x^{2}_{(4)}=782.37,\ p<0.01$

As seen in Table 3 there is a relevant relation between the period of study hours and that of working hours. As it is expected the more the number of working hours are, the less the number of study hours become and the study hours become irregular.

The rate of those who work at a job is 21%, that of those who do not work is 73%. It is seen that the raet of the students who work for most of the year is 6% (Gökmen and et al, 1985, p:42). When the fact that the this number is twice as many of the university students in the other higher education institutions.

The above mentioned data can briefly be summarized as follows: It is seen that about half of the Open Education Faculty students study for less than an hour and not regularly and that the rate of those who study for 1-2 hours a day is 30% and that of those who study for 3 or more hours is about 15%. This study has stated that there is a relevant relation between the period of study hours and that of working hours. In other words, the more the number of working hours are the less the number of study hours become.

A final point in the Open Education Faculty Students use of time is that 22% of the students state that they have no leisure hours and 34% 1-2 hours for leisure. This indicates that about 60% of the control group do not have leisure hours apart from every day activities like sleping, feeding and work and study hours. In the research done by Gökmen and et al it has been seen that the university students have on average 1 hour 10 minutes a day as their leisure hour during the teaching term. During the holidays this average figure becomes 1 hour 35 minutes (Gökmen and et al, 1985, p:57).

In the study titled "Results of The Questionnaire on How The Students Living In Dormitories Spend Their Leisure Time" Living In Dormitories it is observed that 1-2 hours of leisure a day, 14% have more than 3 hours, 12% have no time for leisure (Yurtkur, 1967, p:35).

In this way it has been understand that the public's idea that the Open Education Faculty students can have more time for leisure just because they do not have compulsory attendance is not correct. This mistaken idea can be based on the thought that the public has not yet realized that most of the Open Education Faculty students work out.

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